

Elite Stream

English 7

Teacher Guide



Grade

07

Elite Stream

English Language

Teacher Guide

Grade 7

Volume 3

1441 - 1442 A.H. / 2020 - 2021 A.D.





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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First published 2018

Printed in the United Arab Emirates

Grade 7 Teacher's Guide

The Grade 7 ASP English Elite Stream Teacher's Guide has been authored by the Ministry of Education. Following a full needs analysis from the field, the book has been thematically and artistically influenced by the students of the Ministry of Education.

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Unit	English	Projects
8 <i>Speed</i> (p.1-26)	<ul style="list-style-type: none"> Understand the main points discussed in an interview about a rocket powered car and listen for specific information. Develop accuracy and fluency in discussions about planning a route around the world. Use a range of prepositional phrases for movement and place. Use genre awareness to identify an informative article about humming birds, predict content, and read for specific information. Write a short report about the cheetah's ability to move at high speeds. (p.3-4) 	<p><i>Literature Project: Around the World in 80 days</i></p> <ul style="list-style-type: none"> Identify methods used to make a fictional text fast and urgent. Implement learned methods by writing a short fictional paragraph that feels fast and urgent. Identify and recognize personification in short fictional texts. (p.59-60)
9 <i>Entertainment</i> (p.27-50)	<ul style="list-style-type: none"> Understand the main points of an interview about peoples' opinions of a circus show. Discuss future using <i>going to + infinitive</i> and the present continuous for future. Use present simple passive when talking about what entertainment other people like. Understand information in an online article about festivals and events. Write accounts of experiences, describing feelings and reactions when writing a film review. (p.27-28) 	<p><i>STEAM Project: Mind Olympic Games</i></p> <ul style="list-style-type: none"> Develop ability to write in note form. Develop ability to apply their reading, listening, writing and speaking skills to work collaboratively to reproduce a text. Develop ability to work effectively in a team by taking responsibility. Participate and reflect on a competition. Identify learned skills and strategies from participating in a competition. (p.61-62)

ASP Science	Learning objectives
3 A <i>How does the Earth's surface move?</i>	
3 B <i>Talking about science</i>	

ASP Math	Learning objectives
3 A <i>How can we use statistics?</i>	

Introduction

ASP English is a course designed for learners studying in the ASP Elite Stream in government schools across the United Arab Emirates.

ASP English Grade 7 covers 9 units of study and includes a wide variety of interesting themes and topics that will engage and motivate learners. With a strong focus on inquiry-based learning, activities are designed to foster learner independence through problem-solving, critical thinking and collaborative learning.

ASP English takes a unique approach to the teaching and learning of the English language, and Math and Science through the English medium. The series promotes both explicit and integrated language instruction, encompassing language strategies that facilitate learning and language use across skills.

Sections

ASP English is divided into the following sections:

English

In this section, learners develop the fundamental skills of the English language: listening, speaking, reading and writing. Learners are presented with authentic texts and tasks that allow them to practice their English in real-world scenarios. With a focus on both general English and academic skills, learners will develop, consolidate and extend their language proficiency in preparation for study in an English-speaking environment.

Projects

In this section, learners apply their knowledge and skills through a range of practical literature and STEAM-orientated authentic tasks. Through the projects, learners are exposed to hands-on learning that challenges them to think critically and creatively.

ASP Math and Science

In this section, learners are equipped with a range of language strategies that will help them master the basic terminology for math and science, as well as build on their English language skills and confidence within the context of these subjects.

Features

The Coursebook contains the following features:

 – links to 21st century skills

 – listening activity

Read the statements and tick the best description. – self-assessment

All tips can be used as a teaching item and to model examples or for self-reference for learners.

Language Tip: A concise tip to help illustrate and clarify language points.

Writing Tip: A concise tip to support the development of writing skills.

Speaking Tip: A concise tip to support learners in developing fluency, which can be used in preparation for a speaking task.

Use of English: A tutorial of a grammar point, explaining when the point applies and providing modeled examples.

Vocabulary boxes: A simple definition to help learners understand new vocabulary.

Listening Strategy: A briefing that will help learners apply a range of different listening techniques to different tasks.

Reading Strategy: A briefing that will help learners apply a range of different reading techniques to different tasks.

Did You Know?: An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.

How to use ASP ELITE STREAM

A Components

ASP ELITE STREAM offers the following components:

- The Coursebook provides the core input of the course and consists of thematic study units across English, Math, and Science. Each unit contains 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 practice 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.

B ASP Elite Stream features

ASP Elite Stream 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 them 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 them 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.

C 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.

D Customizing 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 practice 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 customize 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.

E 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 lessons and projects, as well as regular self-assessment opportunities.

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.
- **Learner 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 (for example, 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 (for example, backs to the board, see Teaching Strategies), paper-based tasks (for example, an informal test) or online (for example, 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 (for example, whether the quiz tests a specific language point, the lesson's 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.
- **Learner 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 (for example, correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (for example, 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.

F 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, people, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, whishes
important	importent
should	shoud
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*

- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

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

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*
- \With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concern 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

Teaching Strategies

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 organize 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' 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.

Organized 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, resulting in a more positive attitude about learning and about 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 attempts 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 comments and analysis on the content.
- Some role-plays may be simple re-enactment but roleplay can also include learners' own development and interpretation of a given scenario.

Learning centers/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 practice 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 level 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.

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 using 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 Learner's Book 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 organizes 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 practice 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 organized 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 their partner, and repeat what they 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 enquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organized 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.
- The learners are organized 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.
- The learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- The 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.

Unit 8 A

LESSON PLAN		LESSON: A.1
Teacher:		Subject: English
Grade: 7	 Unit: 8	 Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners' ability to listen for questions during an interview in order to listen for the relevant information. Speaking: Develop learners' ability to discuss and work with a partner to draw relevant vocabulary connected to a picture.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Listen to an interview with an engineer about rocket cars and identify the interview questions. • Listen to an interview about rocket cars and focus on interview questions so that they can draw the relevant answers. • Discuss with a partner and cooperate in identifying the relevant vocabulary to describe a picture.
Link to prior learning: connecting pictures and vocabulary, listening for question words 21st Century Skills: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.		
Key vocabulary: desert, rocket (car), team, driver, speed, land speed, design, record Key expressions/structure: "going to" for future prediction.		
Watch Out: Learners may have difficulty differentiating between using "going to" for future plans and future predictions. Explain that future plans are things that the learners expect that they will be doing sometime in the future, whereas future predictions are things that they think will happen, based on what they know now.		
Resources/equipment needed: Coursebook pages 5–6 Workbook pages 7–8 Audio Track 28 PCM 3.1		
UNIT 8 LESSON A.1 TASKS/ACTIVITIES		
Resources	Starter	
	1 Write "Ways to Travel" on the board. Learners provide suggestions of different vehicles people can travel in. 2 Learners get into groups. Provide them with a scenario: Three people are traveling from RAK to Abu Dhabi. One is driving a car, one is flying an airplane, and one is piloting a boat. Who gets there first? Why? 3 Underline car. Ask them how fast they think the fastest car is. Tell them that this is a record , defining the word. Teach/model mph as a way of measuring speed.	
Resources	Main activity	
Coursebook Page 5	Listening: Activity 1 1 Draw the learners' attention to the picture. Ask them what they think the vehicle is and where the picture was taken. 2 Learners look at the vocabulary box and circle the words they know. 3 Learners get into pairs and compare lists. They explain the words that one learner knows and the other does not. 4 Learners look at the picture and choose the six words that describe the picture. 5 Review as class. CORE Feedback Learners volunteer and say one of the key vocabulary, pointing to the relevant place in the picture or explaining why they made this choice. Answers: <i>Car, desert, driver, land, rocket, speed</i>	
	Differentiation (support): Provide the six words. Learners get into pairs and discuss why these words were chosen.	

	<p>Differentiation (stretch): Pairs find three additional words that describes the picture.</p>
<p>Coursebook Page 5 PCM 3.1</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Provide context for the recording (interview with a team leader about trying to break the land speed record). Ask the class who knows what a rocket car is. 2 Learners check off the questions they know the answer to, and the answers they want to know the answer to. 3 Learners get into pairs and compare their choices. For the questions that learners know the answer to, they will provide the answer to their partner. 4 Discuss as a class. <p>DESIRABLE Feedback Learners who know the answer to a question provides the answer for the class.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
<p>Coursebook Page 5 PCM 3.1</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1 Review the Listening Strategy box. Explain how listening for question words can help them focus on the kind of answer they will be getting. Review the <i>wh</i>- questions. Learners underline the <i>wh</i>- questions in the question column. 2 Learners listen to the audio and put a checkmark in the "question asked" column. 3 Correct as class. <p>CORE Feedback Learners read the questions, with emphasis on the <i>wh</i>- question word.</p> <p>Answers: <i>1, 3, 5, 6</i></p>
<p>Workbook Page 7</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Write the vocabulary words on the board. Have learners define the words that they know. 2 Read over the sentences with the blank words, defining any words the learners don't know that are not on the list. 3 Learners get into pairs and complete the sentences on their own. 4 Correct as class. <p>CORE Feedback Learners read the sentence with the word in place.</p> <p>Answers: <i>1 driver 2 desert 3 design 4 record 5 speed 6 land 7 rocket car 8 team</i></p>
<p>Coursebook Page 6 Audio Track 28</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1 Reread the questions that were asked in the interview and focus on the <i>wh</i>- question words. 2 Learners listen once and write down the answers to the first two questions. 3 The learners listen again and complete the last two questions. 4 Learners get into pairs and compare their answers. <p>CORE Feedback Learners compare their answers and find common elements.</p> <p>Answers: <i>Learners' responses will vary, but should include the following elements:</i> <i>1 a car designed to go quickly 2 In the desert 3 745 mph 4 Because it cannot stop/break</i></p>

Workbook Page 7	Workbook: Activity 2 1 Review the Did You Know? box and explain how speed is measured. 2 Learners get into pairs and read the speed records, matching them to the symbols in the speed chart. 3 They draw arrows showing the maximum speed each animal or vehicle had reached. 4 Review as a class. DESIRABLE Feedback Recreate the chart on the board and have learners come up to draw the arrow. Draw attention to how much faster the rocket car (1200 km/h) can go. Answers: <i>Person 45 km/h, horse 70 km/h, bicycle 145 km/h, race car 410 km/h</i>		
Resources	Plenary		
	Three guesses: Write a list of fast vehicles. Learners get into groups. One member chooses a vehicle, and the other team members can ask three questions to guess the vehicle.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 A

LESSON PLAN	LESSON: A.2
Teacher:	Subject: English
Grade: 7	 Unit: 8 Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: Develop learners' ability to write a short report about a rocket car they designed, using <i>going to</i> for prediction. Speaking: Develop learners' ability to work as a team, designate roles and combine their individual designs into a team design.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Write a paragraph outlining rocket car design, using <i>going to</i> in order to predict what their future car will look like, its shape and how fast they predict it will go. Negotiate and assign roles for each team member. Compare design ideas with their teammates and reach consensus on the features of the team car.
Link to prior learning: connecting pictures and vocabulary, listening for question words 21st Century Skills: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.	
Key vocabulary: desert, rocket (car), team, driver, speed, land speed, design, record Key expressions/structure: " <i>going to</i> " for future prediction.	
Watch Out: Learners may have difficulty differentiating between using <i>going to</i> for future plans and future predictions. Explain that future plans are things that the learners expect that they will be doing sometime in the future, whereas future predictions are things that they think will happen, based on what they know now.	
Resources/equipment needed: Coursebook pages 5–6 Workbook pages 7–8 PCM 3.2	

UNIT 8 LESSON A.2 TASKS/ACTIVITIES	
Resources	Starter
	<ol style="list-style-type: none"> 1 Review the concept of the rocket car. Draw (or have a learner draw) the outline of a rocket car and identify the key features (shape, size) that make it so fast. 2 Discuss how the rocket car operates, recycling key lexis (i.e. Where can you drive a rocket car? The desert).
Resources	Main activity
Workbook Page 7	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Review the Language Tip box: Remind learners of the use of <i>going to</i> as a way of describing future plans. Explain how it can also be used to show future predictions. Explain what a prediction is and differentiate from a guess. 2 Read the sentence halves with the learners. 3 Learners match the sentence halves. 4 Learners get into pairs and compare their answers. <p>DESIRABLE Feedback Learners read the completed sentences.</p> <p>Answers: <i>1 d, 2 e, 3 b, 4 a, 5 c</i></p>
Workbook Page 8 PCM 3.2	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Draw the learners' attention to the design picture of the blue rocket car at the bottom of the page. Explain that this is a design, or the plan of a car that will be built. 2 Explain that the learners will be designing their own rocket car. Go over the basic elements of a rocket car: long thin shape, powerful motor, four wheels, wings, and ailerons (give brief verbal definitions of terms). 3 Read over the questions that will guide their designs. Learners complete their designs individually. <p>CORE Feedback Teacher gives feedback and encouragement individually.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook Page 6	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1 Explain the activity and the steps of the activity. 2 Go over the roles for each team members and what strengths each should possess (i.e. a mechanic must be good with his or her hands). 3 Learners get into groups. They discuss who should take on each role based on their strengths. 4 The learners compare their designs and reach a consensus on what they will include in their design. 5 Each team finishes their design and presents it to the teacher for feedback. <p>CORE Feedback Teacher feedback on design and team presentation.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Workbook Page 8	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1 Go over the questions and explain how they can guide them when writing their paragraph. 2 Go over the <i>going to</i> sentence structure with the learners. 3 Direct learners to start with an introduction sentence and brief explanation of the design. 4 Learners write a paragraph. It should include at least three details from their design. 5 Learners present designs and read individual paragraphs to other learners. 6 Correct as a class. <p>CORE Feedback Feedback on written production and the accuracy of their <i>going to</i> sentences.</p> <p>Answers: <i>Learners' responses will vary.</i></p>

Resources	Plenary		
	Teams present their design to the class, outlining key design ideas and details.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 B

LESSON PLAN		LESSON: B.1
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read maps and locate cities/countries. Develop learners' ability to read social media posts for details. Speaking: Develop learners' ability to hold a discussion on a planned trip, using appropriate functional language.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Read maps in order to identify and locate cities/countries. • Read social media posts for detail. • Generate discussion about a planned trip, using appropriate functional language.
Link to prior learning: Learners will have encountered the prepositions <i>through</i> and <i>around</i> , as well as the verb <i>travel</i> , but may not have used them together.		
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>adventure, feeling, head (v), advertisement, opportunity, horseback, ferry</i> Key expressions/structure: <i>prepositional phrases of movement; pronunciation of ou</i>		
Watch Out: Learners may confuse prepositions of movement, especially in the expressions <i>travel around</i> versus <i>travel through</i> .		
Resources/equipment needed: Coursebook pages 9–10 Workbook pages 11–12		
UNIT 8 LESSON B.1 TASKS/ACTIVITIES		
Resources	Starter	
	<ol style="list-style-type: none"> 1 Ask learners: Where was the last place you traveled to? Make sure learners understand that <i>travel</i> generally indicates a longer trip, not simply a commute to work/school or a trip to the grocery store. 2 Ask learners how they got to wherever they traveled. Find who traveled the farthest without flying. 3 Ask learners how long their trips took. Who traveled the fastest? 	

Resources	Main activity										
Coursebook Page 9	<p>Reading: Activity 1</p> <ol style="list-style-type: none">Review the map with learners.Direct learners to look at the box below the map containing place names. Have learners take a moment and decide which place names refer to cities and which to countries.Ask learners to find the UAE as an example. Ask learners whether the UAE is a city or country. Ask learners to name some cities in the UAE. Ask learners about country/city names from member nations of the GCC (Saudi Arabia – Riyadh, Jeddah; Bahrain – Manama; Oman – Muscat, Salalah; Kuwait – Kuwait City)Learners find the remaining places from the box.Learners compare with a partner.Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Write/project the map from the Coursebook and/or additional maps. Learners indicate where each city/country is.</p> <p>Answers:</p> <table><tr><td>1 Los Angeles</td><td>2 New York</td><td>3 Brazil</td><td>4 Spain</td><td>5 Morocco</td></tr><tr><td>6 the Netherlands</td><td>7 Russia</td><td>8 the UAE (example)</td><td>9 India</td><td>10 Tokyo</td></tr></table>	1 Los Angeles	2 New York	3 Brazil	4 Spain	5 Morocco	6 the Netherlands	7 Russia	8 the UAE (example)	9 India	10 Tokyo
1 Los Angeles	2 New York	3 Brazil	4 Spain	5 Morocco							
6 the Netherlands	7 Russia	8 the UAE (example)	9 India	10 Tokyo							
	<p>Differentiation (support):</p> <p>Learners complete the activity with a partner.</p>										
Coursebook Page 9	<p>Reading: Activity 2</p> <ol style="list-style-type: none">Review the three social media posts. Ask learners: Based on the social media posts, where do you think the people visited?. Try to elicit a reason why as well (i.e., the Netherlands because of the windmills).Learners read the posts quickly and check their answers.Learners compare with a partner.Elicit feedback. <p>CORE</p> <p>Feedback</p> <p>Learners volunteer the answers.</p> <p>Answers:</p> <ol style="list-style-type: none">Spain/Morocco(England)/the Netherlandsthe Dubai desert										
Workbook Page 11	<p>Workbook: Activity 1</p> <ol style="list-style-type: none">Learners look at the terms <i>travel around</i> and <i>travel through</i>. Ask learners:<ul style="list-style-type: none">If you travel around Morocco on a motorcycle, do you visit only one place? (No)If you travel around the Netherlands on a bicycle, do you only visit one place? (No)Learners match the terms to the diagrams.Learners compare with a partner.Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Project/write the diagrams on the board. Learners indicate which term matches which diagram.</p> <p>Answers:</p> <p>A. <i>travel through</i> B. <i>travel around</i></p>										

Workbook Page 11	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners look at the example. Use concept checking questions like those in Activity 1 to ensure learners understand the difference in the terms. Learners complete the activity by filling in the blanks with <i>around</i> or <i>through</i>. Learners compare their answers in pairs. Elicit responses. Use concept checking questions to ensure comprehension. <p>DESIRABLE</p> <p>Feedback</p> <p>Write/project the activity on the board. Learners come up individually and write the correct preposition in.</p> <p>Answers:</p> <p>1 <i>around</i>, 2 <i>through</i>, 3 <i>around</i>, 4 <i>around</i>, 5 <i>around</i>, 6 <i>through</i>, 7 <i>through</i></p>
	<p>Differentiation (support):</p> <p>Learners complete the activity with a partner.</p>
	<p>Differentiation (stretch):</p> <p>Learners think of additional sentences containing <i>travel around</i> and <i>travel through</i>.</p>
Coursebook Page 9	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Learners read the posts again. Learners answer the questions. Learners compare their answers with a partner. Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Go around monitoring and identify which learners know the answers. Call on these learners to answer the questions for the class.</p> <p>Answers:</p> <ol style="list-style-type: none"> <i>Javi traveled through Spain, but around Morocco.</i> <i>Mike traveled around the Netherlands.</i> <i>Mohammed traveled through the desert.</i> <i>Javi traveled by high-speed train, (on foot), by helicopter, by bus, and by motorcycle.</i> <i>Mike traveled by ferry and by bicycle.</i> <i>Mohammed traveled by camel.</i>
Workbook Page 11	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners look at the example. Learners complete the table according to the preposition that matches each means of transportation. Learners compare their answers in pairs. Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Project/draw the table on the board. Learners come up one at a time and write the means of transport in the correct column.</p> <p>Answers:</p> <p><i>by: boat, ferry, taxi, car, bus, bicycle, train, plane</i> <i>on: horseback, foot</i></p>
Resources	<p>Plenary</p>
	<ol style="list-style-type: none"> Pass out slips of paper. Write this model on the board: <i>I traveled through/around _____ by/on _____.</i> Learners write a sentence on the slip of paper as an 'exit ticket'.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 B

LESSON PLAN		LESSON: B.2
Teacher:		Subject: English
Grade: 7	 Unit: 8	 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read maps and locate cities/countries. Develop learners' ability to read social media posts for details. Speaking: Develop learners' ability to hold a discussion on a planned trip, using appropriate functional language.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Read maps in order to identify and locate cities/countries. • Read social media posts for detail. • Generate discussion about a planned trip, using appropriate functional language.
Link to prior learning: Learners will have encountered the prepositions <i>through</i> and <i>around</i> , as well as the verb <i>travel</i> , but may not have used them together.		
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>adventure, feeling, head (v), advertisement, opportunity, horseback, ferry</i> Key expressions/structure: <i>prepositional phrases of movement; pronunciation of ou</i>		
Watch Out: Learners may confuse prepositions of movement, especially in the expressions <i>travel around</i> versus <i>travel through</i> .		
Resources/equipment needed: Coursebook pages 9–10 Workbook pages 11–12 A4 or A3 paper PCMs 3.3 and 3.4		
UNIT 8 LESSON B.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Project a world map on the board. 2 Learners volunteer a country or city they would like to visit. 3 Have learners talk with a partner about what places they would travel through to get to that city/country and what means of transport they would take.	
Resources	Main activity	
Workbook Page 12	Language Tip <ol style="list-style-type: none"> 1 Write the words <i>through</i> and <i>around</i> on the board. Ask learners how each is pronounced. 2 Underline the <i>ou</i> in the two words. Ask learners if it is pronounced the same in the two words. 3 Under <i>through</i>, write the words <i>though</i> and <i>thought</i>. Ask learners how the words are pronounced. Again, underline the <i>ou</i> and ask if it is pronounced the same in each of the words. 4 Ask learners if English words are pronounced the way they are written. 	

Workbook Page 12	<p>Workbook: Activity 4</p> <p>1 Learners look at the example. Say the words out loud for learners to hear. Ask learners which word has an <i>ou</i> that is pronounced differently from the other 3.</p> <p>2 Learners complete the activity by crossing out the word in which the <i>ou</i> is pronounced differently that the others.</p> <p>3 Learners compare their answers in pairs.</p> <p>4 Elicit feedback.</p> <p>CORE</p> <p>Feedback</p> <p>Write/project the words on the board. Learners come up one at a time and cross out the word that does not fit.</p> <p>Answers:</p> <p>1 <i>south</i>, 2 <i>about</i>, 3 <i>famous</i>, 4 <i>should</i>, 5 <i>group</i>, 6 <i>out</i></p>																
	<p>Differentiation (support):</p> <p>Say the words out loud while learners decide which word does not fit each group.</p>																
	<p>Differentiation (stretch):</p> <p>Learners think of additional words that contain <i>ou</i> and share the same pronunciation as the three from each group that are similar.</p>																
Workbook Page 12 PCM 3.3	<p>Workbook: Activity 5</p> <p>1 Learners look at the table. Explain that each column contains a word and its corresponding phonemic symbol to represent the sound.</p> <p>2 Drill the sounds with the learners, to ensure they understand the correlation with the symbol.</p> <p>3 Learners write the words from the previous exercise in the column with the word that has the same <i>ou</i> pronunciation.</p> <p>4 Learners compare their answers in pairs.</p> <p>5 Elicit responses.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Write/project the table on the board. Learners indicate the words to go in each column.</p> <p>Answers:</p> <table><tr><td>u:</td><td>aʊ</td><td>əʊ</td><td>ʊ</td></tr><tr><td><i>through</i> <i>you</i> <i>group</i></td><td><i>around</i> <i>south</i> <i>about</i> <i>out</i></td><td><i>though</i> <i>soul</i> <i>shoulder</i></td><td><i>could</i> <i>should</i> <i>would</i></td></tr><tr><td>ʌ</td><td>ə</td><td>ɔ</td><td></td></tr><tr><td><i>country</i> <i>couple</i> <i>trouble</i></td><td><i>famous</i> <i>journey</i></td><td><i>thought</i> <i>ought</i> <i>bought</i></td><td></td></tr></table>	u:	aʊ	əʊ	ʊ	<i>through</i> <i>you</i> <i>group</i>	<i>around</i> <i>south</i> <i>about</i> <i>out</i>	<i>though</i> <i>soul</i> <i>shoulder</i>	<i>could</i> <i>should</i> <i>would</i>	ʌ	ə	ɔ		<i>country</i> <i>couple</i> <i>trouble</i>	<i>famous</i> <i>journey</i>	<i>thought</i> <i>ought</i> <i>bought</i>	
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Coursebook Page 10	<p>Speaking: Activity 4</p> <p>1 Learners read the magazine competition.</p> <p>2 Use instruction-checking questions to be sure learners understand the task:</p> <ul style="list-style-type: none">• Where do you have to start from? (New York)• Where to you have to get to? (Tokyo)• How many stops do you have to include minimum? (3)• How stops can you include maximum? (5)• Can you go any direction? (Yes)• Can you take airplanes? (No)• Does your trip need to be interesting to win? (Yes)• Does your trip need to be fast to win? (Yes) <p>CORE</p> <p>Feedback</p> <p>Learners answer instruction-checking questions posed by the teacher regarding the task.</p> <p>Answers:</p> <p><i>See above</i></p>																

Coursebook Page 10	<p>Speaking Tip</p> <p>1 Tell learners that in a moment they will be discussing their trips.</p> <p>2 Write the phrases from the Speaking Tip box on the board.</p> <p>3 Ask learners which of the phrases they believe can be used to start a discussion/ask for an opinion/end a discussion.</p> <p>Feedback</p> <p>Learners volunteer ideas. Correct answers are noted on the board.</p> <p>Answers:</p> <p><i>Starting a discussion: Let's start.</i></p> <p><i>Asking for an opinion: What do you think...?</i></p> <p><i>Ending a discussion: Are we finished?</i></p>									
Workbook Page 12	<p>Workbook: Activity 6</p> <p>1 Learners look at the table and example.</p> <p>2 Learners fill in the ideas discussed in the Speaking Tip box.</p> <p>3 Learners complete the remainder of the table.</p> <p>4 Learners compare their ideas with a partner.</p> <p>5 Elicit responses.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Write/project the table on the board. Learners come up to the board one by one and write the phrases in the correct column.</p> <p>Answers:</p> <table><tr><td><i>Starting a discussion</i></td><td><i>Asking for/giving an opinion</i></td><td><i>Ending a discussion</i></td></tr><tr><td><i>Let's start.</i></td><td><i>What do you think...?</i></td><td><i>Are we finished?</i></td></tr><tr><td><i>Is everyone ready to start?</i></td><td><i>I think we should...</i></td><td><i>Do we all agree?</i></td></tr></table>	<i>Starting a discussion</i>	<i>Asking for/giving an opinion</i>	<i>Ending a discussion</i>	<i>Let's start.</i>	<i>What do you think...?</i>	<i>Are we finished?</i>	<i>Is everyone ready to start?</i>	<i>I think we should...</i>	<i>Do we all agree?</i>
<i>Starting a discussion</i>	<i>Asking for/giving an opinion</i>	<i>Ending a discussion</i>								
<i>Let's start.</i>	<i>What do you think...?</i>	<i>Are we finished?</i>								
<i>Is everyone ready to start?</i>	<i>I think we should...</i>	<i>Do we all agree?</i>								
Workbook Page 12	<p>Workbook: Activity 7</p> <p>1 Learners read the dialogue, ignoring the spaces.</p> <p>2 Ask learners:</p> <ul style="list-style-type: none">• Who is talking? (Adbullah, Bader, Sultan, Ahmed)• Where do they decide to go first? (Dakar, Senegal)• How are they going to travel? (by speed boat)• How long is it going to take? (48 hours)• What are they going to visit there? (the Grand Mosque of Dakar) <p>3 Learners read the dialogue again and fill in the blanks with the functional language. One of the phrases will be used twice.</p> <p>4 Learners compare their answers in pairs.</p> <p>5 Elicit responses.</p> <p>6 Learners practice reading the dialogue together.</p> <p>CORE</p> <p>Feedback</p> <p>Project/write the activity on the board. Learners indicate which phrases are needed to fill in the blanks.</p> <p>Answers:</p> <p>1 ...is everyone ready to start? (example)</p> <p>2 ...let's start.</p> <p>3 I think we should...</p> <p>4 I think we should...</p> <p>5 What do you think?</p> <p>6 Do we all agree?</p> <p>7 Are we finished?</p>									
	<p>Differentiation (support):</p> <p>Learners complete the activity in pairs.</p>									
	<p>Differentiation (stretch):</p> <p>Learners continue the dialogue.</p>									

Coursebook Page 10 PCM 3.4	Speaking: Activity 5 1 Learners get in small groups. 2 Learners hold a discussion using the functional language from the Speaking Tip/Workbook Activities 6 & 7 3 Learners fill in the chart together. Feedback Teacher goes around monitoring to ensure the discussion is running smoothly. It may be necessary to give learners ideas of where they can stop and for what reason. Answers: <i>Learners' own ideas.</i>		
Coursebook Page 10	Speaking: Activity 6 1 One learner from each group goes to form a different group. 2 Learners share their trips with the new group members and try to decide on the best trip by combining their ideas. 3 Give each group a piece of paper. 4 Learners write down their final ideas in a chart on the paper. 5 Learners hang their charts around the room. Feedback Teacher monitors to ensure the activity is successful. Answers: <i>Learners' responses will vary.</i>		
Resources	Plenary		
	1 Learners participate in a gallery walk and see each group's final ideas. 2 Learners take a class vote to decide who wins the trip.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 C

LESSON PLAN	LESSON: C.1
Teacher:	Subject: English
Grade: 7	 Unit: 8 Date:
<p>SKILLS AND UNDERSTANDING</p> <p>Learning objectives:</p> <p>Listening: Develop learners' ability to listen for general information and sequence topics.</p> <p>Reading: Develop learners' ability to locate specific information in a text.</p>	<p>Learning outcomes: By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"> Listen to athletes discuss records in sports, while identifying and sequencing topics. Read information about sports in order to locate fastest speeds. Express opinions and share ideas about sports.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> prepositions <p>21st Century Skills:</p> <ul style="list-style-type: none"> Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively. 	
<p>Key vocabulary: jump, human, sky, dive, through, out of, into, along, around, above, on</p> <p>Key expressions/structure: Prepositions of place and movement (through, around, on, etc.)</p>	

Watch Out: Learners may not hear prepositions in spoken English as they are not usually stressed. Prepositions are often pronounced quickly and unvoiced sounds can disappear. Because of this, learners may have less exposure to prepositions and may feel unsure about the correct choice in use. Learners may also have difficulty choosing the correct preposition of movement or place due to similarities in meaning. Provide multiple examples and diagrams if necessary to aid understanding.

Resources/equipment needed:

Coursebook pages 13–14

Workbook pages 15–16

Audio Track 29

UNIT 8 LESSON C.1 TASKS/ACTIVITIES

Resources	Starter
	Where is it? Play a guessing game with the class to elicit prepositions of place. Take an object and tell learners to close their eyes. Ask learners where they think you hid the object. Ask every member of the class to write one answer on a piece of paper or in their notebook and hold it up (for example, <i>under the table</i>). Reveal the answer.
Resources	Main activity
Coursebook Page 13	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1 Ask learners: Do you know who the world's fastest runner is? Ask learners how fast they can run. 2 Direct attention to the photos in Activity 1. What sports do they see in the photos? Match the sports to the photos as a class. 3 What do learners think the speakers are going to talk about? <p>Feedback Volunteers share ideas. Elicit what each sport involves ensuring understanding.</p> <p>Answers: <i>wingsuit flying, sailing, biking, and skydiving matched to pictures.</i></p>
Coursebook Page 13 Audio Track 29	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Ask learners if they know the world record for each of the sports mentioned. Learners predict records. 2 Direct attention to the vocabulary box and explain that learners will hear these words during the audio. Explain definitions further if necessary. 3 Listen to the audio and number the sports in the order they are heard. <p>CORE Feedback Volunteers share answers with class and recall something they heard about each sport during the audio.</p> <p>Answers: <i>sailing 1, biking 3, wingsuit flying 2, skydiving 4</i></p>
Coursebook Page 13	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Direct attention to the boxes containing the audio excerpts. Learners read each box to identify the sport discussed and then circle the fastest speeds mentioned. 2 Ask learners which record was the most surprising and why. Compare with previous predictions. Discuss how these athletes have achieved such speeds. How much do they rely on their own skills and assistance from their equipment? <p>CORE Feedback Volunteers share ideas and class discuss record speeds. Allow learners to share ideas in groups.</p> <p>Answers: <i>1 wingsuit flying, 2 sailing, 3 skydiving, 4 biking</i></p>

Workbook Page 15	<p>Workbook: Activity 1</p> <p>1 Learners look at the words and identify those that they remember from the audio. Elicit meanings and explain vocabulary.</p> <p>2 Learners complete the sentences with the correct word.</p> <p>CORE</p> <p>Feedback</p> <p>Allow learners to compare answers before correcting their own work. Allow strong learners to write answer key on the board.</p> <p>Answers:</p> <p>1 out of 2 sky 3 dive 4 into 5 human</p> <p>6 jump 7 above 8 around 9 along 10 through</p>		
	<p>Differentiation activities (Support):</p> <p>Allow learners to work in pairs for peer support.</p>		
	<p>Differentiation activities (Stretch):</p> <p>Choose five vocabulary terms and use them in a sentence.</p>		
Workbook Page 15	<p>Workbook: Activity 2</p> <p>1 Refer back to the discussion on record speeds. Tell learners they are going to research record speeds in their favorite sports. This can be a homework or internet research activity.</p> <p>2 Brainstorm ideas as a class to ensure learners know what to research.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners can share information found in the following class or after carrying out their online research.</p> <p>Answers:</p> <p><i>Learners’ responses will vary.</i></p>		
Resources	Plenary		
	Learners write down what they enjoyed most during the lesson and what they found most challenging. Take note of answers to inform future lessons.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 C

LESSON PLAN	LESSON: C.2
Teacher:	Subject: English
Grade: 7	 Unit: 8 Date:
<p>SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to understand prepositions of movement and place. Speaking: Develop learners' ability to form sentences containing prepositions of movement and place.</p>	<p>Learning outcomes: By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"> Understand and form sentences containing prepositions of movement and place Describe pictures using prepositions of movement and place.
<p>Link to prior learning: prepositions 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.</p>	

Key vocabulary: *jump, human, sky, dive, through, out of, into, along, around, above, on*
Key expressions/structure: *Prepositions of place and movement (through, around, on, etc.)*

Watch Out: Learners may not hear prepositions in spoken English as they are not usually stressed. Prepositions are often pronounced quickly and unvoiced sounds can disappear. Because of this, learners may have less exposure to prepositions and may feel unsure about the correct choice in use. Learners may also have difficulty choosing the correct preposition of movement or place due to similarities in meaning. Provide multiple examples and diagrams if necessary to aid understanding.

Resources/equipment needed:

Coursebook pages 13–14

Workbook pages 15–16

UNIT 8 LESSON C.2 TASKS/ACTIVITIES

Resources	Starter
	Vocabulary game. Write five key vocabulary terms on the board in scrambled form. Learners put the letters in the correct order to form the correct words. For example, <i>umhna</i> = <i>human</i>
Resources	Main activity
Coursebook Page 14	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> Elicit prepositions of place or movement using questions. For example, where is your bag (under the table). Write prepositions on the board and brainstorm as a class. Ask learners what category of preposition these belong to (place or movement). Direct attention to the Use of English box and explain usage. Direct attention to the prepositions in bold in the text. Learners find the prepositions and put them in the correct row in the table next to the correct meaning. Find the example sentence from the text and write it in the table. <p>CORE Feedback Correct answer as a class. Volunteers share correct answers and write correct answers on a table on the board.</p> <p>Answers: <i>Prepositions and example sentences in the following order:</i> <i>Through (I bike through the desert.)</i> <i>Along (I ride along the beach.)</i> <i>Out of (When you jump out of a plane...)</i> <i>Into (The air goes into your wingsuit.)</i> <i>Around (I want to sail around the world.)</i> <i>On (When we are on our boat I feel free.)</i> <i>Above (I remember when Felix jumped from 39km above Earth.)</i></p>
	<p>Differentiation activities (Support): Allow learners to work in pairs for peer support.</p>
	<p>Differentiation activities (Stretch): Create own examples for each preposition.</p>
Coursebook Page 14	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> Learners close their books. Describe a preposition. Learners must guess the preposition. Provide an example sentence, saying "blank" where the preposition should be. Learners play the guessing game in pairs taking turns at testing. <p>CORE Feedback Volunteers test the class.</p> <p>Answers: <i>Learners' responses will vary.</i></p>

Workbook Page 15	Workbook: Activity 3 1 Ask learners if they have ever seen anyone skydiving above Dubai. 2 Learners practice prepositions further by reading the story in Activity 3 and choosing the correct preposition for each space. DESIRABLE Feedback Volunteers read correct answers to class while everyone check own work. Answers: <i>1 above, 2 into/on, 3 into/through, 4 out of, 5 through, 6 on</i>		
Workbook Page 16	Workbook: Activity 4 1 Direct attention to the photos in Activity 4 . What animals do they see? What sport can they see? Where do you think these pictures were taken? 2 Direct attention to the example and then refer to the Speaking Tip in the Coursebook . We do not stress prepositions. Remind learners that these words are often said quickly and quietly and encourage them to practice during Activity 4 . 3 Learners work in pairs and describe the photos by forming sentences containing prepositions. 4 When learners have finished, they write their descriptions below the photos. CORE Feedback Volunteers share ideas and discuss the pictures as a class. Answers: <i>Learners’ responses will vary.</i>		
Resources	Plenary		
	Preposition poem. Write a simple poem containing prepositions on the board. For example: <i>Through the mountains,</i> <i>Into the sky,</i> <i>Falcons fly.</i> Learners change the words and make their own versions of the poem.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 D

LESSON PLAN		LESSON: D.1	
Teacher:		Subject: English	
Grade: 7	 Unit: 8	 Date:	
<p>SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to make predictions about hummingbird facts from multiple choice questions, then read an online encyclopedia article about hummingbirds to check answers. Writing: Develop learners' ability to complete vocabulary entries using key vocabulary from an online encyclopedia article about hummingbirds.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"> • Predict answers from multiple-choice questions about hummingbirds. • Read an online encyclopedia article about hummingbirds to confirm answers. • Write key vocabulary words from an online encyclopedia article about hummingbirds in vocabulary entries. 	

Link to prior learning: lexis *lexis of animals and birds, prepositional phrases and superlatives*

21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, and non-verbal communication skills.

Key vocabulary: *nectar, bird, wing, flap, dive, fly, average, per*

Key expressions/structure: *Prepositional phrases: for 497 miles per hour, in flowers; Superlatives: the smallest*

Watch Out:

Learners have learned about reading for **gist** and **scanning** techniques. They might have difficulty differentiating between the two because many aspects of the techniques are similar, for example both require learners to read a text quickly. However, explain to learners that the key difference between the two is that when for reading for **gist**, they are reading quickly to understand the main idea. They should be focusing on key information words like nouns, verbs and adjectives while not focusing as much on conjunctions, prepositions, articles, etc.

When they are **scanning**, they already know the key word or phrase that they need to find. They are quickly looking over the text, going from left to right, trying to find the word or phrase.

Resources/equipment needed:

Coursebook pages 17–18

Workbook pages 19–20

UNIT 8 LESSON D.1 TASKS/ACTIVITIES

Resources	Starter
	<p>Starter Questions</p> <ol style="list-style-type: none"> Put learners in groups of 2 – 3. Draw their attention to the starter questions. Explain to learners that they should answer the starter questions as a group. Give learners 2 – 3 minutes to answer the questions. Bring the class back together. As a full class, brainstorm some ideas and put them on the board. Leave the ideas on the board through the first activity.
Resources	Main activity
Coursebook Page 17	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the introduction. Explain to learners that they need to read the introduction and choose the correct title choice. To challenge learners, ask them to cover the answer choices with a piece of paper before they read. Then, after they have read the introduction, ask them to come up with one or two ideas for a title (without looking at the choices). Elicit answers from the learners and put them on the board. Then, ask learners to individually look at the answer choices and choose the correct answer. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, as a class, look at the answer choice the learners came up with in their pairs. See if any of the answer choices they found match any of the answer choices in the activity. If they do, elicit whether it is the correct answer.</p> <p>Answer:</p> <p>3</p>
	<p>Differentiation (support)</p> <p>Put learners' in mixed ability groups for support choosing the correct answer. Ask learners to underline key words that helped them find the answers.</p>
	<p>Differentiation (stretch)</p> <p>Give learners a short time limit of 20 – 30 seconds to read the text. Then, ask learners to cover the text and choose their answers. This will encourage learners to use gist reading techniques.</p>

Coursebook Page 17	<p>Reading Strategy box</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Reading Strategy box. Unpack the box by explaining to learners that they have seen gist reading strategies before. Elicit from learners what gist reading is (reading a text quickly for the main idea). 2 One possible idea to enhance learner's knowledge after they have completed the activity is to ask them to look at the introduction again and underline key information words (nouns, verbs and adjectives). Then, review them as a class 3 If learners are struggling to differentiate, please see the Watch Out section of the teachers' guide for further support. <p>CORE</p>
Coursebook Page 17	<p>Language Focus</p> <p>**Note: This is not in the Coursebook but Learners will benefit from extra focus on superlatives</p> <ol style="list-style-type: none"> 1 Write the word <i>smallest</i> on the board. Elicit what type of word this is from the class (superlative adjectives). 2 Review superlatives as a class, reminding learners that they refer to the most or least of something. They can form superlatives by adding <i>-est</i> to short adjectives, and <i>most/least</i> to long adjectives. 3 Ask learners to find and underline the two superlatives in the introduction. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then ask individual readers to read out the superlatives.</p> <p>Answers:</p> <p><i>The smallest; most special</i></p>
Coursebook Page 17	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Ask one learner to read the rubric and the four possible answers. Then, put learners in small groups. Ask them to think about what characteristics each answer choice text has. Give learners 2 – 3 minutes to brainstorm ideas. (For further support, assign each group one of the text types.) 2 Then, write each answer choice vertically on the board. Ask learners to come to the front of the board and write their ideas under each answer choice heading. If there is a scarcity of ideas, assist learners by writing a few extra ideas (for example, under online encyclopedia entry write name, place where something is/lives, etc.). 3 Draw learners' attention to the layout of the text and the photos. 4 Ask learners to work in pairs to try to determine the correct answer. <p>Feedback</p> <p>Combine two pairs to make a group of four. Ask learners to compare answers, if there is a disagreement, learners must give reasons for their answers. Bring the class back together and elicit the answer.</p> <p>**Then, as a class, ask learners what clues helped them to guess what type of text the reading is. Be sure to use the ideas brainstormed by learners earlier to help them find the different clues.**</p> <p>Answer:</p> <p>2</p>
Coursebook Page 17	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the multiple-choice questions. 2 Explain to learners that they need to read the questions and guess what the correct answer will be. 3 Tell learners that this is purely a prediction activity. It is okay if they do not know an answer. They should try to think logically about each question. 4 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to compare answers. Learners should tell their partners why they chose their answers. Then, elicit ideas from the class. Take votes on each answer for each question by asking learners to raise their hands, then write them on the board. Keep them up for the next activity. Learners could also give reasons for their answers.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation (support)</p> <p>Put learners in mixed ability pairs to choose their answers.</p>

	<p>Differentiation (stretch) Give learners a time limit to complete the activity. This will encourage them to use gist reading strategies.</p>
Coursebook Page 18	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1 Ask one individual learner to read the rubric. 2 Explain to learners that they need to read the text to find the correct answers. Encourage learners to underline the place where they found the answers 3 Ask learners to complete the activity individually. <p>CORE Feedback Put learners in pairs to check answers. Then, as a class, go over each question. First, look at the predictions on the board. Compare them to the correct answers.</p> <p>Answers: <i>1 b, 2 a, 3 c, 4 c, 5 a, 6 a</i></p>
Workbook Page 19 Coursebook Page 18	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the bold word in the text in the Coursebook and in the Word bank. 2 Explain to learners that they need to match each word with the correct vocabulary entry. Tell learners that they should use both the definitions and the examples to help them. (Also, encourage learners to look back at the bold words in the text for further context). 3 Ask learners to complete the activity individually. <p>CORE Feedback Put learners in pairs to check answers. Then, ask one learner to read a definition to the class. Ask another learner to say the correct key vocabulary word.</p> <p>Answers <i>1 fly, 2 nectar, 3 average, 4 flap, 5 per, 6 wings, 7 dive, 8 bird</i></p>
Workbook Page 19	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Draw learners' attention first to the Vocabulary box on 'parts of speech'. Unpack the box by explaining to learners that: Nouns are people, places, things, animals or ideas. For example: car, brother, sister, math, camel Verbs are actions. For example: go, do, see, walk Adjectives describe nouns. For example: hot, cold, beautiful, old, talk Prepositions: words that show place, time or movement For example: in, from, around 2 Explain to learners that they should write the parts of speech in the 'parts of speech' box in the vocabulary entry graphic organizers. 3 Ask learners to complete the activity individually. <p>CORE Feedback Put learners in pairs to check answers. Then, write 1 – 8 on the board. Ask individual learners to come to the front of the board to write the correct part of speech that corresponds to each vocabulary entry.</p> <p>Answers: <i>1 verb, 2 noun, 3 adjective, 4 verb, 5 preposition, 6 wings, 7 verb, 8 noun</i></p>

Workbook Page 19	Workbook: Activity 3 1 Draw learners' attention to the write-on lines. Explain to learners that they should choose three vocabulary words from Activity 1 in the Workbook and write a sample sentence for each. 2 Ask learners to complete the activity individually. DESIRABLE Feedback Put learners in pairs and exchange their sentences. The partners should read the sentences, checking for spelling, language and accuracy of the use of the key vocabulary word. Then, ask learners to give their sentences back to the original owner, reviewing any comments made on the sentences. Answers: <i>Learners' responses will vary.</i>		
Resources	Plenary		
	Play Pictionary: 1 Divide learners into groups of six. Then, ask the groups of six to divide into teams of two. 2 Ask each team to use a piece of paper. 3 One team will nominate a learner to go first. The other team will choose a vocabulary word. The learner on the first team must draw a picture of the word without using letters or numbers. Their team members should guess the word. 4 Each team has 45 seconds to draw the word/guess the word. If they do it in time, they get a point. 5 The team with the most points at the end wins.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 D

LESSON PLAN	LESSON: D.2
Teacher:	Subject: English
Grade: 7	 Unit: 8 Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: Develop learners' ability to work in pairs to decide whether or not hummingbird facts are true or false. Reading: Develop learners' ability to read a short text about Bee hummingbirds and choose a correct title from a selection.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Read hummingbird facts in speech bubbles and determine if the fact is true or false. Read a short paragraph about the Bee hummingbird and use gist reading techniques to choose the correct title from a selection.
Link to prior learning: lexis <i>lexis of animals and birds, prepositional phrases and superlatives</i> 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, and non-verbal communication skills.	
Key vocabulary: <i>nectar, bird, wing, flap, dive, fly, average, per</i> Key expressions/structure: <i>Prepositional phrases: 497 miles, in flowers; Superlatives: the smallest</i>	
Watch Out: Learners may struggle to understand what a prepositional phrase is. Explain to learners that prepositional phrases are any combination of prepositions followed by nouns, pronouns, gerunds or clauses. They function as an adjective or adverb. As a class, elicit some examples of prepositions (with, in, from, etc.) Then, write a sentence using the prepositions that includes a prepositional phrase. For example: <i>I went to the movie <u>with my family</u></i> <i>The driver went <u>in the car</u>.</i> <i>Ali's family is <u>from a village in Ras al Khaimah</u>.</i>	

Resources/equipment needed:

Coursebook pages 17–18

Workbook pages 19–20

UNIT 8 LESSON D.2 TASKS/ACTIVITIES

Resources	Starter
	<p>Play the Guessing Game:</p> <ol style="list-style-type: none"> 1 Put learners into two teams. 2 Then, write dashes on the board in the same number as one of the key vocabulary words from the lesson. (Other words like hummingbird can also be used). 3 Each team takes turns guessing a letter. If the letter is correct, then write it under the dash and give the team a point. 4 After every letter guessed, give the teams the option to guess the word. If they get it incorrect, take away one of their points. 5 Play until one team guesses the word correctly. 6 Keep playing as time permits.
Resources	Main activity
Workbook Page 20	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the paragraph and the picture. Ask learners what they can see in the picture (hummingbird). 2 Draw learners' attention to the vocabulary entries from Workbook: Activity 1. Explain to learners that they need to complete the gaps in the paragraph with the correct words. 3 Ask learners to complete the activity individually. <p>CORE Feedback</p> <p>Put learners' in pairs to check answers. Then, write 1 – 8 vertically on the board. Ask learners to come to the front of the board and write the correct word next to each corresponding 'gap'. The rest of the class should check answers and correct as necessary.</p> <p>Answers: 1 birds, 2 average, 3 fly, 4 flap, 5 wings, 6 per, 7 dive, 8 nectar</p>
Workbook Page 20	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1 Ask an individual learner to read the rubric out loud. Then, draw learners' attention to the answer choices. 2 Ask learners to read the activity and choose the correct title. 3 Ask learners to complete the activity individually. (To stretch learners, give them a time limit of one minute.) <p>CORE Feedback</p> <p>Put learners in pairs to check their answer. Then, elicit the answer as a class.</p> <p>Answer: 2</p>
Coursebook Page 18	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the two sentences. 2 Explain to learners that they need to find the rest of the sentence in the text. 3 Ask learners to complete the activity individually. <p>CORE Feedback</p> <p>Put learners in pairs to check answers. Then, write the sentences on the board, ask learners to come to the front of the board to complete the sentences.</p> <p>Answers: 1 for 497 miles, 2 in a flower</p>

Coursebook Page 18	<p>Language Tip box</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Language Tip box. Unpack the box by reminding learners that prepositional phrases are phrases that show the relationship between parts of a sentence. They consist of a preposition + a noun/pronoun or adjective + noun/a clause. 2 Prepositions are very important for understanding how/where things move and where things are located. 3 One suggestion to help learners is to take an object like a pen or a ball. Put the pen on the table and say 'the pen is on the table'. Explain to learners that <i>on the table</i> is the prepositional phrase. Put the pen under the table/ next to the table/etc. and ask learners to say a sentence then explaining the prepositional phrase. <p>CORE</p>
Coursebook Page 18	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the photo and the word bubbles. 2 Explain to learners that they should work in pairs to decide whether the hummingbird facts in each speech bubble is true or false. Tell learners that they are not expected to know the answer, they should use logic and reasoning to try and make a guess. 3 Put learners in pairs and ask them to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Bring the class back together. Then, take a class vote for each question. After learners have voted, reveal the answer to the learners.</p> <p>Answers:</p> <p>1 F (20 cm. long) 2 T 3 F (3 – 5 years) 4 F (330 different types) 5 T 6 T</p>
	<p>Differentiation (support)</p> <p>Put weaker learners together in pairs. Then, split the pairs into two groups. Ask one group of pairs to only do questions 1 - 3. Ask the other group to do questions 4 - 6.</p>
	<p>Differentiation (stretch)</p> <p>Ask learners to write down a one or two sentence reasons why they believe that the fact is true or false.</p>
Coursebook Page 20	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the two sentence halves. 2 Explain to learners that they need to match the prepositional phrases with the correct sentence. 3 Ask learners to complete the activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in pairs to check their answers. Write the sentences on the board with gaps for the missing prepositional phrases. Then, ask learners to come to the front of the board to complete the sentences.</p> <p>Answers:</p> <p>1 c, 2 a, 3 d, 4 b</p>
Workbook Page 20	<p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Quick Quiz. 2 Explain to learners that they have three minutes to complete the quiz. They cannot look back to the text in the Coursebook. 3 Tells learners to start. Then, give them three minutes to complete the quizzes. At the end of three minutes, ask learners to put their pencils down. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each question. After reading the question, read each answer choice. Ask learners to raise their hands for the answer choice that they have chosen. Then, ask a learner who had a correct answer to give reasons why they chose their answer.</p> <p>Answers:</p> <p>1 b, 2 c, 3 c, 4 a, 5 b, 6 a</p>

Resources	Plenary		
	<div><div>1 Put learners into three groups. (for larger classes, this could be four groups).</div><div>2 Ask learners to close their books.</div><div>3 Assign each group one of the paragraphs from the reading (Brain, Flying, Eating).</div><div>4 Ask each group to try to remember as much information about the ideas as they can.</div><div>5 Give learners 2 – 3 minutes to collaborate on the activity.</div><div>6 After the time limit has expired, ask learners to send one representative to the front of the board to write their information on the board.</div><div>7 As a class, review the material on the board, checking for accuracy.</div></div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 E

LESSON PLAN		LESSON: E.1
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners' ability to listen for key details from the audio of an animal expert who speaks about cheetahs. Writing: Develop learners' ability to plan and write a text about cheetahs and their habitat, diet, and speed.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize vocabulary about cheetahs and peregrine falcons. Plan and write a clearly structured text about cheetahs and their habitat, diet, and especially their speed.
Link to prior learning: Lexis related how to cheetahs (and their habitat, diet and especially their speed). 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.		
Key vocabulary: <i>cheetah, habitat, diet, speed, prey, hunt</i> Key expressions/structure: <i>use of phrases that use intensifiers with adjectives such as, "really interesting"</i>		
Watch Out: Learners are easily engaged with subject-matter related to animals, in most cases. However, they may struggle with how to construct a clear text. Giving them the chance to be exposed more to what makes cheetahs such amazing animals is a great benefit to them. Additionally, allowing learners the ability to conduct a well-structured text about cheetahs will strengthen their knowledge of creating similar texts on other topics and areas of interest.		
Resources/equipment needed: Coursebook pages 21–22 Workbook pages 23–24 Audio Track 30		

UNIT 8 LESSON E.1 TASKS/ACTIVITIES	
Resources	Starter
Coursebook Page 21	<ol style="list-style-type: none"> Put learners into groups. Learners discuss starter questions about what animals they know of that move very fast. Additionally, ask learners what they think is the fastest animal in the world. Have learners think about other animals, particularly in the UAE, that are extremely fast. <p>Feedback Learners share their ideas and responses with the class. *Some brief pre-teaching on what cheetahs are and why speed is essential for animals' survival, in general.</p>
Resources	Main activity
Coursebook Page 21	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Direct learners to the image (of the cheetah). Then, direct learners to the questions. Learners will predict what the answers are. Elicit some thoughts and ideas from the class. <p>CORE Feedback Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers: (learners will predict the following)</p> <ol style="list-style-type: none"> Cheetah Around the world, especially in Africa Learners' responses will vary (70 miles per hour) Antelopes, rabbits (learners predict others) Chasing them, running very fast to catch them, etc.
	<p>Differentiation (support): Place learners with different partners.</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>
Coursebook Page 21 Audio Track 30	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Direct learners to the audio. Learners will listen to an animal expert talking to a group of visitors at a cheetah sanctuary. Learners will fill in the fact file and complete the notes. <p>**Tell learners they don't need to write full sentences, as this exercise is to practice the skill of notetaking.</p> <ol style="list-style-type: none"> Elicit thoughts and ideas from learners. <p>CORE Feedback Some brief pre-teaching on the term <i>sanctuary</i> will be beneficial here.</p> <p>Answers: <i>Habitat: Around the world, mainly Africa, wildlife parks, zoos</i> <i>Diet: animals (rabbits, antelopes, and birds)</i> <i>Speed: 70 miles per hour</i></p>
	<p>Differentiation (support): Put learners with stronger partners if necessary.</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>

Coursebook Page 21	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1 Direct learners' attention to the phrases in the box. 2 Learners will need to use the phrases in the box to help them create a simple introduction paragraph about cheetahs. They should write this in their notebooks, NOT in the Coursebook. 3 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Check answers as a class.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
	<p>Differentiation (support): Match learners with stronger partner.</p>
	<p>Differentiation (stretch): Place this box on a projector and walk learners through each phrase, while helping them construct each sentence.</p>
Workbook Page 23	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Direct learners to the scrambled words. 2 Learners heard these words in the audio (prey, hunt, large cats) and can also find some of them in Activity 2 of the Coursebook (speed, diet, habitat, cheetah). 3 Learners will write the unscrambled words on the provided lines. 4 Elicit some thoughts and ideas from the class. <p>CORE</p> <p>Feedback Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers: (check the following) 1 speed 2 prey 3 wild 4 cheetah 5 hunt 6 diet</p>
	<p>Differentiation (support): Place learners with different partners.</p>
	<p>Differentiation (stretch): Put scrambled words on projector and go over words together. Additionally, offer ideas and thoughts with learners' help.</p>
Workbook Page 23	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Direct learners to the sentences with the blank spaces. 2 Learners will complete each sentence by filling in the gaps with the vocabulary words from Activity 1. 3 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Check answers as a class.</p> <p>Answers: 1 diet 2 speed 3 prey 4 wild 5 hunt 6 cheetah</p>
	<p>Differentiation (support): Put learners with stronger partners if necessary.</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>

Workbook Page 23	Workbook: Activity 3 1 Direct learners’ attention to the sentences. 2 Learners will read each sentence and decide what each intensifier + adjective is describing. 3 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer feedback and suggestions where needed. Answers: <i>1 question 2 hearts 3 forests 4 peregrine falcons</i>		
	Differentiation (support): Match learners with a diverse range of partners.		
	Differentiation (stretch): Place sentences on a projector and walk learners through each one, while answering their questions.		
Workbook Page 24	Workbook: Activity 4 1 Direct learners’ attention to the sentences. 2 Learners will rewrite each sentence by adding the intensifier and adjective in parenthesis. 3 Elicit thoughts and ideas from learners. CORE Feedback Offer feedback and suggestions where needed. Answers: <i>1 Africa is a really big continent. 2 Falcons fly very high in the sky. 3 Cheetahs have extremely long legs that help them run fast. 4 Let’s talk about some really interesting animals.</i>		
	Differentiation (support): Match learners with stronger partner.		
	Differentiation (stretch): Place sentences on a projector and walk learners through each one, while answering their questions.		
Workbook Page 24	Workbook: Activity 5 1 Learners will write simple sentences using the intensifier + adjective rule 2 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer feedback and suggestions where needed. Answers: <i>Learner’s responses will vary.</i>		
	Differentiation (support): Match learners with stronger partner		
	Differentiation (stretch): Place sentences on a projector and walk learners through each one, while answering their questions.		
Resources	Plenary		
	1 Direct learners’ attention to the Did You Know? box about cheetahs. 2 Direct learners’ attention to the Language Tip box about intensifiers.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 E

LESSON PLAN		LESSON: E.2	
Teacher:		Subject: English	
Grade: 7		Unit: 8 Date:	
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners’ ability to listen for key details from the audio of an animal expert who speaks about cheetahs. Writing: Develop learners’ ability to plan and write a text about cheetahs and their habitat, diet, and speed.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Recognize vocabulary about cheetahs and peregrine falcons.• Plan and write a clearly structured text about cheetahs and their habitat, diet, and especially their speed.	
Link to prior learning: Lexis related to cheetahs (and their habitat, diet and especially their speed). 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.			
Key vocabulary: <i>cheetah, habitat, diet, speed, prey, hunt</i> Key expressions/structure: <i>use of phrases that use intensifiers with adjectives such as, “really interesting”</i>			
Watch Out: Learners are easily engaged with subject matter related to animals, in most cases. However, they may struggle with how to construct a clear text. Giving them the chance to be exposed more to what makes cheetahs such amazing animals is a great benefit to them. Additionally, allowing learners the ability to conduct a well-structure text about cheetahs will strengthen their knowledge of creating similar texts on other topics and areas of interest.			
Resources/equipment needed: Coursebook pages 21–22 Workbook pages 23–24			
UNIT 8 LESSON E.2 TASKS/ACTIVITIES			
Resources		Starter	
Coursebook Page 21		1 Put learners into groups. 2 Learners discuss starter questions once again about what animals they know of that move very fast. 3 Additionally, ask learners again what they think is the fastest animal in the world. Feedback Learners share their ideas and responses with the class.	
Resources		Main activity	
Coursebook Page 22		Writing: Activity 4 1 Direct learners to the reading about peregrine falcons. 2 Then, direct learners to the table. 3 Learners will read the text and then identify the features and answer each of the questions in the table. 4 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: 1 4 2 3 3 <i>Habitat, Diet, Speed</i> 4 <i>Captions: Peregrine falcon being held for the sport of falconry / A man holding a peregrine falcon</i> <i>**Note: Learners may not know the word ‘caption’ – tell them this means the description of picture which is usually underneath it.</i>	

	Differentiation (support): Place learners with different partners.
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.
Workbook Page 24	Workbook: Activity 6 1 Direct learners to the reading about Peregrine Falcons again. 2 Learners will fill in the fact file. 3 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer suggestions and feedback where needed. Answers: <i>Headings: Habitat / Speed</i> <i>Notes: Habitat – all over the world, except Antarctica, coast, dry forests, mountains, deserts, open spaces</i> <i>Diets: other birds (Mourning doves and pigeons)</i> <i>Speed: 199 miles per hour</i>
	Differentiation (support): Put learners with stronger partners if necessary.
	Differentiation (stretch): Put table on the projector and walk learners through each question.
Coursebook Page 22 Workbook Page 24	Writing: Activity 5 Workbook: Activity 7 1 In pairs, learners will now create their final writing task. 2 Encourage learners to refer to Activity 5 of the Coursebook to help them. 3 Learners will write their final draft in Activity 6 of the Workbook . 4 Elicit thoughts and ideas from learners. CORE Feedback Check answers as a class. Answers: <i>Learners' responses will vary.</i>
	Differentiation (support): Match learners with stronger partner
	Differentiation (stretch): Place this box on a projector and walk learners through each phase, while helping them construct each sentence.
Workbook Page 24	Workbook: Activity 8 1 Direct learners to the peer assessment table. 2 Learners will look at another groups' writing about cheetahs. 3 Learners will put a check under each question if the answer to each question is yes. 4 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' responses will vary.</i>
	Differentiation (support): Place learners with a diverse range of partners.
	Differentiation (support): Put peer assessment table on projector and go over each question together. Additionally, offer ideas and thoughts with learners' help.

Resources	Plenary		
	Conduct an exit ticket activity given there is sufficient time available.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 Review

LESSON PLAN		LESSON: Review 1
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Read dialogue between two friends in order to determine who is speaking. Writing: Develop learners' ability to categorize key vocabulary words based on lessons from the unit.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Read dialogue between two friends talking about speed records and write the correct key vocabulary word in the missing gap. • Read dialogue between two friends talking about speed records in order to decide which person said each statement. • Write key vocabulary words in a box corresponding to the correct lesson title.
Link to prior learning: <i>lexis from Unit 8; key language and expressions from Unit 8</i> 21st Century Skills: Reinforce learning to access and evaluate information efficiently, effectively and critically in English.		
Key vocabulary: <i>lexis from Unit 8</i> Key expressions/structure: <i>Key language structures from Unit 8: prepositional phrases, "going to" for predictions; intensifiers + adjectives</i>		
Watch Out: Learners may struggle to remember all of the key language structures from the lessons. It would be useful to review these language structures before each activity.		
Resources/equipment needed: Coursebook page 25		
UNIT 8 REVIEW LESSON 1 TASKS/ACTIVITIES		
Resources	Starter	
	<ol style="list-style-type: none"> 1 Put learners in groups of five. 2 Write the names of each lesson from Unit 8 on the board. 3 Assign each group one lesson. 4 Ask the groups to try and remember as much information as they can from each lesson. 5 Bring the class together, ask one representative from each group to write the information they came up with on the board. 6 As a class review the information. 	

Resources	Main activity
Coursebook Page 25	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1 Point out the pictures in the activity. Explain to learners that all of these pictures were from the lessons. 2 Review the name of the lessons (the names should still be on the board from the start). 3 Explain to learners that they need to match the key vocabulary to the correct lesson. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, write <i>Lesson A – Lesson D</i> on the board horizontally. Ask learners to write the words under each lesson title.</p> <p>Answers:</p> <p><i>Lesson A: driver, team, design</i> <i>Lesson B: feeling, horseback, ferry</i> <i>Lesson C: human, jump, sky</i> <i>Lesson D: fly, nectar, bird</i> <i>Lesson E: diet, habitat, prey</i></p>
	<p>Differentiation (support)</p> <p>Allow learners to look back at the lessons to find the words.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to think of at least two more words to add to each list. Then, as a class, check to see if they are correct</p>
Coursebook Page 25	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Vocabulary box and the dialogue. 2 Explain to learners that they need to complete the gaps using the key vocabulary words. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask two learners to read the dialogue with the correct answers (or ask individual learners to each read a line). Then, ask learners to work with a partner to read the dialogue. After they finish, they should switch roles and read it again.</p> <p>Answers:</p> <p>1 flap 2 wings 3 per 4 cheetah 5 average 6 rocket cars 7 land speed 8 record</p>
Coursebook Page 25	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Draw learners to the questions. 2 Explain to the learners that they need to write either N or F on the blank line beneath the question. They must decide who said what. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, bring the class back together. Read out each statement. Then say N and F. Learners should raise their hands for whom they believe said the statement. Mentally note the response, if a majority of the learners answer incorrectly, go back over the statement and the dialogue.</p> <p>Answers:</p> <p>1 F, 2 N, 3 F, 4 N, 5 N</p>
Coursebook Page 25	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the sentences and the words in brackets. 2 Explain to learners that they need to choose the correct adjective to complete the sentence. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, write the adjective pairs on the board. Ask individual learners to come to the front of the board to circle the correct answer.</p> <p>Answers:</p> <p>1 cold, 2 old, 3 interesting, 4 fast, 5 tall, 6 late</p>

Resources	Plenary		
	Play Vocabulary Tennis 1 Either use a ball or a rolled-up piece of paper. 2 Say a vocabulary word, then throw it to a learner. 3 The learner must either give a definition or give an example sentence. 4 If the definition/example is correct, then they can say a word and throw it to another learner.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 8 Review

LESSON PLAN		LESSON: Review 2
Teacher:		Subject: English
Grade: 7	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: Develop learners' ability to use a table of information about sailfish to write a short paragraph. Speaking: Develop learners' ability to use prompts in speech bubbles to make future predictions for a partner using <i>going to</i> , then checking them with the partner.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Use a table with key information about diet, habitat and speed for the sailfish to write a short text. Use prompt questions about future actions to make predictions for a partner, then discuss the ideas to check to see if they are correct.
Link to prior learning: <i>lexis from Unit 7; key language and expressions from Unit 7</i> 21st Century Skills: Reinforce learning to access and evaluate information efficiently, effectively and critically in English.		
Key vocabulary: <i>lexis from Unit 7</i> Key expressions/structure: <i>Key language structures from Unit 7: prepositional phrases, 'going to' for predictions; intensifiers + adjectives</i>		
Watch Out: Learners may be confused when making a prediction about future actions for their partner. Explain to learners that this should be a fun activity, and it is alright if they get the answer correct.		
Resources/equipment needed: Coursebook page 26		
UNIT 8 REVIEW LESSON 2 TASKS/ACTIVITIES		
Resources	Starter	
	Vocabulary Race 1 Ask learners to close their books. 2 Divide learners into five teams. 3 Write lessons A–E on the board horizontally. 4 Assign each team a lesson. 5 Explain to learners that they need to think of vocabulary words for their lesson. Then, when they have one, one learner must run to the front of the board as quickly. The learner can only write one word at a time. 6 The team that writes five vocabulary words on the board first wins.	

Resources	Main activity
Coursebook Page 26	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the two halves of the sentences. 2 Explain to learners that they need to match the sentences with their prepositional phrases. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask one learner to read out the first part of the sentence, and another learner to read out the correct second part of the sentence.</p> <p>Answers:</p> <p>1 c, 2 d, 3 a, 4 b</p> <p>EXTENSION</p> <p>Ask learners to underline the prepositions in the activity.</p>
Coursebook Page 26	<p>Language Focus: Activity 6</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the three predictions. 2 Explain to learners that they need to complete the sentences with their own ideas. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>As learners are working, monitor them, noting down mistakes in language and spelling. Then, write them on the board and go over them as a class (do not say which learner made the mistake to avoid singling them out). Then, put learners in pairs to peer check. Finally, ask some volunteer learners to read their sentences to the class.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>
Coursebook Page 26	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the speech bubble. Explain to them that they have two tasks. 2 First, they need to answer the questions for themselves. 3 Second, put learners in pairs. Then, ask one partner to make a prediction for their partner by completing the speech bubble with ideas that they believe are true for their partner. 4 The other partner should say whether they are correct or incorrect. 5 Learners should continue until they have gone through all of the questions. <p>CORE</p> <p>Feedback</p> <p>Monitor learners, assisting learners with language and vocabulary. Then, ask individual learners to volunteer to read their ideas and their partners' answers.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>
	<p>Differentiation (support)</p> <p>Ask the pairs to choose only three questions.</p>
	<p>Differentiation (stretch)</p> <p>Ask learners to think of two more questions, then do the same activity with a partner.</p>
Coursebook Page 26	<p>Writing: Activity 8</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the table. 2 Explain to learners that the sailfish is the fastest sea animal in the world. 3 Learners should use the information in the table to write a short text about the sailfish. 4 If learners need help on format, remind them to look back at Lesson E for guidance. <p>CORE</p> <p>Feedback</p> <p>Ask learners to exchange their text with a partner. Partners should read over the text for language and spelling issues. Then, ask some volunteer learners to read their texts out loud.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>

Resources	Plenary		
	Ask learners to complete the learner self-assessment section individually.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal Feedback

Unit 9 A

LESSON PLAN		LESSON: A.1	
Teacher:		Subject: English	
Grade: 7		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop the learner’s ability to listen to a news interview about a new show and differentiate speaker’s opinion as either positive or negative. Reading: Develop the learners’ ability to identify television show genres based on a short descriptive text.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Listen to a series of short interviews where the speaker states their opinion and identify the speaker has having either positive or negative feelings about the show.Read six short descriptive texts describing a TV show and determine what kind of TV show it is.	
Link to prior learning: Interviews, glossaries, entertainment media (shows, television), opinion adjectives (interesting/ <i>-ed</i> , exciting/ <i>-ed</i> , boring/ <i>-ed</i> , disappointing/ <i>-ed</i>), news, sports 21st Century Skills: Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English, and persuade others to accept your views.			
Key vocabulary: recommend, (television) show, comedy, cartoon, news, sports, drama, chat show Key expressions/structure: <i>Suffixes -ed and -ing in opinion adjectives. i.e. I am bored with this book./This book is boring.</i>			
Watch Out: Learners may have difficulty differentiating between the <i>-ing</i> and <i>-ed</i> forms of adjectives. Drill with the learners, using a wide range of adjectives not covered in the book and contrast the two forms (“I was amazed by the movie.The movie was amazing.”).			
Resources/equipment needed: Coursebook pages 29–30 Workbook page 31 Audio Track 31			
UNIT 9 LESSON A.1 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write <i>show</i> on the board and provide its definition. 2 Prompt learners to think of live shows and events that they have attended in the UAE and abroad. Write learners suggestions on the board. 3 Prompt each learner to think of an adjective that describes this event (fun, scary). Guide and draw attention to the target language structure (adjectives ending in <i>-ing</i> , <i>-ed</i>).	
Resources		Main activity	
Coursebook Page 29 Audio Track 31		Listening: Activity 1 1 Explain what a circus show is and what sort of act they can see. Use the images as support. 2 Explain that they will listen to an interview about people’s opinions on a new circus show. Review the Listening Skill box and the elements of positive and negative speech. 3 Learners listen once and check whether each person has positive or negative feelings about the show. 4 Learners get into pairs and compare their answers. 5 Review as class. CORE Feedback Learners say why they think each person liked or did not like the show, guiding them to use the language focus adjectives. Answers: <i>Mohammed (+), Hassan (-), Mouna (-), Khawla (+)</i>	

Workbook Page 31	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Review the Language Tip box: Go over the base version of each adjective and show how it changes in its <i>-ed</i> and <i>-ing</i> form. Differentiate between the two, showing how it changes the meaning and how it should be used. 2 Read over the glossary entries for each word with the learners, defining any word they don't know. 3 Learners write either the <i>-ing</i> or <i>-ed</i> form in the box. 4 Learners write their sentences in each box. 5 Learners get into pairs and check each other's sentences, making sure that they adhere to the proper form. <p>CORE Feedback Learners volunteer and read their example sentences to the class.</p> <p>Answers: 1 <i>Boring</i>, 2 <i>Disappointed</i>, 3 <i>Excited</i>, 4 <i>Interesting</i></p>
Coursebook Page 29 Audio Track 31	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Review the words in the Vocabulary box and remind learners of their meaning. 2 In pairs, learners predict where the words will go, using their knowledge of word form. 3 Learners listen to each interview and fill in the missing word. 4 Correct as class. <p>DESIRABLE Feedback Learners read the sentences with the words in place, teacher writes the answers on the board.</p> <p>Answers: <i>Mohammad: show, exciting. Hassan: bored, recommend. Mouna: disappointed, disappointing. Khawla: interested, interesting.</i></p>
Workbook Page 31	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Prompt learners to provide a list of their favorite television shows. The learners describe the show and what kind of show it could be, using the vocabulary in Activity 2. 2 Learners match the kind of show to its definition. 3 Correct as class. <p>CORE Feedback Prompt learners to create a short presentation using the following template: "<i>X is my favorite show. X is a Y (kind of show). Y is a show (definition).</i>"</p> <p>Answers: 1 <i>f</i>, 2 <i>b</i>, 3 <i>a</i>, 4 <i>e</i>, 5 <i>d</i>, 6 <i>c</i></p>
Coursebook Page 30	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Explain what a TV schedule is (a schedule that shows what will be playing on a television channel). 2 Learners read over each description individually. 3 Learners get into pairs and discuss each entry, finding the correct television genre. 4 Review as a class. <p>CORE Feedback Learners read the entire entry, with the television genre included.</p> <p>Answers: <i>cartoon, news, sports, chat show, comedy, drama</i></p>
	<p>Differentiation (support): Review the entries as a class, prompting learners to reflect on how they can tell the genre based on clues found within.</p>
	<p>Differentiation (stretch): Learners write a description for their favorite show.</p>
Resources	<p>Plenary</p>
	<p>Four corners: Write the six vocabulary words on pieces of papers and stick it to the wall around the class. Close your eyes and describe a show. Learners point to the word they think it is. Incorrect learners sit down.</p>

Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 A

LESSON PLAN		LESSON: A.2
Teacher:		Subject: English
Grade: 7	 Unit: 9	 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop the learners' ability to read short social media posts and identify the writer's general impression of a television show. Speaking: Develop the learners' ability to share information and create a Venn diagram of similar and contrasting information.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Read short social media posts and infer the general feeling and opinion of a television show. • Compare preferences for television programs with a partner, giving reasons why—by creating a Venn diagram—that compares similar or opposite tastes.
Link to prior learning: Interviews, glossaries, entertainment media (shows, television), opinion adjectives (interesting/-ed, exciting/-ed, boring/-ed, disappointing/-ed), news, sports 21st Century Skills: Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English, and persuade others to accept your views.		
Key vocabulary: recommend, (television) show, comedy, cartoon, news, sports, drama, chat show Key expressions/structure: <i>Suffixes -ed and -ing in opinion adjectives (i.e. I am bored with this book. /This book is boring.).</i>		
Watch Out: Learners may have difficulty differentiating between the -ing and -ed forms of adjectives. Drill with the learners, using a wide range of adjectives not covered in the book and contrast the two forms (<i>I was amazed by the movie. /The movie was amazing.</i>).		
Resources/equipment needed: Coursebook page 30 Workbook pages 31–32		
UNIT 9 LESSON A.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Write down fictional titles for television shows on the board, such as <i>Dubai Cops</i> . 2 In groups, learners decide what kind of show each show would be. 3 A representative from each team gives their answer. 4 Review learners' rationales for answers. What clues did the titles give?	
Resources	Main activity	
Workbook Page 31	Workbook: Activity 3 1 Learners look at the pictures and identify the television show's genre. 2 Review how television show titles are supposed to describe the show and make people want to tune in. 3 In pairs, learners think of appropriate titles for each image. 4 Discuss as class. DESIRABLE Feedback Learners read the title and provide a brief synopsis of the show would be about. Answers: <i>Learners' responses will vary.</i>	

Workbook Page 32	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Review the different kind of shows and what sort of content or stories learners might see in each. 2 Define the word <i>recommend</i>. 3 Learners read the short texts and give their recommendations. 4 Learners compare their answers in groups. 5 Correct as class. <p>DESIRABLE Feedback A representative from each team gives their answers. Keep a tally of answers on the board.</p> <p>Answers: 1 <i>comedy</i>, 2 <i>news</i>, 3 <i>drama</i>, 4 <i>sports</i>, 5 <i>chat show</i>, 6 <i>cartoons</i></p>
Coursebook Page 30	<p>Reading Activity 4</p> <ol style="list-style-type: none"> 1 Define <i>social media post</i> and <i>hashtags</i>. 2 Explain that they will match the hashtag to the post, showing how each person feels about their show. 3 Learners read each post and match it to the hashtag by connecting 4 Correct as a class. <p>CORE Feedback Learners read the entire text with the hashtag at the end of the post.</p> <p>Answers: 1 <i>#excitingshow</i> 2 <i>#interestingstories</i> 3 <i>#sodisappointed</i> 4 <i>#boredathome</i></p>
	<p>Differentiation (support): Draw an emoticon next to text that shows interest, boredom, disappointment or interest.</p>
	<p>Differentiation (stretch): Learners create social media post expressing their opinion about a famous show.</p>
Workbook Page 32	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1 Go over the table and explain that they will be writing about the kind of TV shows they enjoy and do not enjoys. Review the TV show genres and descriptive words covered in this lesson. 2 Learners complete the table individually. <p>CORE Feedback Go around the class and provide feedback on learners' reasons for their choices.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook Page 30	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1 Review the Did You Know? box and how to create a Venn Diagram. Model out a dialogue between two people, each giving a show only they like and one show they both like, and write the information in a Venn diagram on the board 2 Learners get into pairs and compare their answers by asking questions (<i>What kind of television shows do you like? Why do you like X?</i>). 3 They create a Venn diagram in the notes section of piece of paper that compares their likes and dislikes. 4 Discuss as a class. <p>CORE Feedback Have three pairs state their common likes. Create a three-circle Venn diagram based on their answers.</p> <p>Answer: <i>Learners' responses will vary.</i></p>

Resources	Plenary		
	Class Vote: Learners rank the six genres by preference. Take a poll of the class to determine what the class rank is.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 B

LESSON PLAN		LESSON: B.1
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners' ability to listen to and comprehend monologues in which people discuss future plans. Speaking: Develop learners' ability to discuss future plans using both going to + infinitive and the present continuous for future arrangements.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Listen to and comprehend monologues in which people discuss future plans. Discuss future plans using both going to + infinitive and the present continuous for future arrangements.
Link to prior learning: Learners have studied the present continuous previously, but not its use to express future arrangements. Learners are already familiar with the use of going to + infinitive. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>sightseeing, exhibition, downtown, high-speed train, definitely, recently, palace</i> and common verb-noun collocations for free time activities Key expressions/structure: <i>present continuous for future arrangements; going to + infinitive</i>		
Watch Out: Learners may have difficulty in distinguishing when they can use the present continuous for the future. Be sure to go over the examples in the lesson, and if necessary, provide more.		
Resources/equipment needed: Coursebook pages 33–34 Workbook page 35 Audio Track 32 A4/A3 paper		
UNIT 9 LESSON B.1 TASKS/ACTIVITIES		
Resources	Starter	
	1 Draw learners' attention to the pictures in the Coursebook/Workbook of cities. Learners identify the major cities. Provide additional images if possible for learners to also identify. 2 Learners comment as a class whether or not they have visited any of these cities or if they would like to go. 3 Learners comment on what activities one can do in the cities mentioned.	

Resources	Main activity																							
Coursebook Page 33	Vocabulary: Activity 1 1 Write the three mind maps on the board from the Coursebook. Draw a line coming out from the first one, which has <i>go</i> written in the middle, and write <i>sightseeing</i> and the end of it, just like in the Coursebook. 2 Repeat step 1 with the next word if necessary. 3 Learners complete the activity by writing the words from the box next to the correct verb. 4 Learners compare their answers in pairs. 5 Elicit answers.																							
	CORE																							
	Feedback Learners come up one at a time and write the words next to the correct verb.																							
	Answers:																							
	<table><tr><th><i>Go</i></th><th><i>Go to</i></th><th><i>See</i></th></tr><tr><td><i>sightseeing</i></td><td><i>the beach</i></td><td><i>a show</i></td></tr><tr><td><i>out to dinner</i></td><td><i>an exhibition</i></td><td><i>(an exhibition)</i></td></tr><tr><td><i>shopping</i></td><td><i>a market</i></td><td></td></tr><tr><td><i>downtown</i></td><td><i>a museum</i></td><td></td></tr><tr><td></td><td><i>the mall</i></td><td></td></tr><tr><td></td><td><i>the city center</i></td><td></td></tr><tr><td></td><td><i>a park</i></td><td></td></tr></table>	<i>Go</i>	<i>Go to</i>	<i>See</i>	<i>sightseeing</i>	<i>the beach</i>	<i>a show</i>	<i>out to dinner</i>	<i>an exhibition</i>	<i>(an exhibition)</i>	<i>shopping</i>	<i>a market</i>		<i>downtown</i>	<i>a museum</i>			<i>the mall</i>			<i>the city center</i>			<i>a park</i>
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	<i>the mall</i>																							
	<i>the city center</i>																							
	<i>a park</i>																							
Coursebook Page 33 Audio Track 32	Listening: Activity 2 1 Learners listen to three people describing a day trip they are going to take and identify which city each of them is going to visit. 2 Learners compare their ideas with a partner. 3 Elicit answers.																							
	CORE Feedback Learners volunteer to answer the question. Answers: <div>1 Mats – London2 Vanesa – Madrid3 Quinton – Abi Dhabi</div>																							
	Differentiation (support): Stop the audio right before the city name is mentioned.																							

	<p>Differentiation (stretch): Learners fill in any information for the next activity that they can.</p>						
Coursebook Page 32	<p>Listening: Activity 3</p> <p>1 Learners listen to the audio again. 2 Learners write down what each person’s plans are in the chart. 3 Learners identify any phrases from Activity 1. 4 Learners compare their answers. 5 Elicit responses.</p> <p>CORE Feedback Write/project the chart on the board. Learners indicate the correct answers.</p> <p>Answers:</p> <table><tr><th>Mats</th><th>Vanesa</th><th>Quinton</th></tr><tr><td><ul style="list-style-type: none">going to Londonfrom Leuven, Belgiumgo sightseeing – Hyde Park, B. Palace, P. Circus, Houses of Parliament, Big Bensee an exhibition: British Museumsee a show</td><td><ul style="list-style-type: none">going to Madrid by high-speed traingo to the city center and go shoppingwon’t have time to go sightseeingsee an exhibition at the Prado Museumsee a show on Gran Viago out to dinner</td><td><ul style="list-style-type: none">going to Abu Dhabi with parents who are visitinggo sightseeinggoing to Sheikh Zayed Grand Mosquegoing to the Louvre Museumgoing to Ferrari Worldmay go to a mallprobably not going to the beachgoing to the Emirates Palace Hotel to have a cappuccino with gold</td></tr></table>	Mats	Vanesa	Quinton	<ul style="list-style-type: none">going to Londonfrom Leuven, Belgiumgo sightseeing – Hyde Park, B. Palace, P. Circus, Houses of Parliament, Big Bensee an exhibition: British Museumsee a show	<ul style="list-style-type: none">going to Madrid by high-speed traingo to the city center and go shoppingwon’t have time to go sightseeingsee an exhibition at the Prado Museumsee a show on Gran Viago out to dinner	<ul style="list-style-type: none">going to Abu Dhabi with parents who are visitinggo sightseeinggoing to Sheikh Zayed Grand Mosquegoing to the Louvre Museumgoing to Ferrari Worldmay go to a mallprobably not going to the beachgoing to the Emirates Palace Hotel to have a cappuccino with gold
	Mats	Vanesa	Quinton				
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		<p>Differentiation (support): Listeners only fill in the chart for one of the speakers.</p>					
	<p>Differentiation (stretch): Learners check what they had written down from the first listen, while writing what is still missing.</p>						
Coursebook Page 33	<p>Language Tip</p> <p>1 Write these sentences on the board:</p> <ul style="list-style-type: none">I’m taking the train to Brussels.I’m going to take the train to Brussels. <p>2 Ask learners:</p> <ul style="list-style-type: none">Do these two sentences have the same meaning? (Yes)Are they talking about the past, present, or future? (future)Can you use will in this sentence? (No – at least not without changing the meaning) <p>3 Write these two sentences on the board:</p> <ul style="list-style-type: none">Next Saturday, I’m spending the day in London.I’m here in London spending the day sightseeing today. <p>4 Ask learners:</p> <ul style="list-style-type: none">Which of these sentences is talking about the future? (the first one)Which one is talking about the present? (the second)How do you know?Which sentence can also be written with going to + infinitive? (the first)						

Workbook Page 35	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners look at the example. Learners complete the activity by choosing the correct option for each sentence. Learners compare their answers in pairs. Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Learners volunteer the answers, which are to be written on the board.</p> <p>Answers:</p> <ol style="list-style-type: none"> I'm taking the train to Brussels, then the Eurostar on to St. Pancras. Next week, we're doing a free walking tour of Copenhagen. Tonight, she's seeing a show on Gran Via. On Friday, we're going to the Louvre Museum in Abu Dhabi. This winter, I'm visiting New York for the first time. Tomorrow, we're having lunch at a nice restaurant in Paris. He's flying from Dubai to Auckland on Tuesday evening. They're spending the day in London this weekend.
Workbook Page 35	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners look at the example. Learners rewrite the sentences, substituting the present continuous for going to + infinitive. Learners compare their answers. Elicit answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners volunteer the answers, which are to be written on the board.</p> <p>Answers:</p> <ol style="list-style-type: none"> I'm going to take the train to Brussels, then the Eurostar on to St. Pancras. Next week, we're going to do a free walking tour of Copenhagen. Tonight, she's going to see a show on Gran Via. On Friday, we're going (to go) to the Louvre Museum in Abu Dhabi. This winter, I'm going to visit New York for the first time. Tomorrow, we're going to have lunch at a nice restaurant in Paris. He's going to fly from Dubai to Auckland on Tuesday evening. They're going to spend the day in London this weekend.
Workbook Page 35	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners look at the example. Use checking questions to be sure learners understand the exercise. Learners complete the activity by choosing whether each sentence refers to the present or future. Learners compare their answers in pairs. In pairs learners discuss which sentences could be rewritten with going to + infinitive. Elicit answers. <p>CORE</p> <p>Feedback</p> <p>Learners volunteer to answer the questions, which are then written on the board.</p> <p>Answers:</p> <p>1 F, 2 P, 3 F, 4 P, 5 P, 6 F, 7 F, 8 P</p>
Coursebook Page 33	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Learners choose a city from the box. Learners write what they are going to do on a day trip to the city they have chosen in the table, using the vocabulary from the lesson. <p>CORE</p> <p>Feedback</p> <p>Go around monitoring to assist learners with the task.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>

Coursebook Page 34	Speaking: Activity 5 1 Learners get in groups with others who have chosen the same city. 2 Learners compare ideas and decide on an itinerary for the group, writing it down on a piece of A4 or A3 paper. 3 Go around monitoring. CORE Feedback Learners share their ideas with the class. Answers: <i>Learners' responses will vary.</i>		
A4/A3 paper			
Resources	Plenary		
	Learners hang their itineraries around the room for the class to have a look at.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 B

LESSON PLAN		LESSON: B.2	
Teacher:		Subject: English	
Grade: 7		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners’ ability to listen to and comprehend monologues in which people discuss future plans Speaking: Develop learners’ ability to discuss future plans using both going to + infinitive and the present continuous for future arrangements		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Listen to and comprehend monologues in which people discuss future plans.• Discuss future plans using both going to + infinitive and the present continuous for future arrangements.	
Link to prior learning: Learners have studied the present continuous previously, but not its use to express future arrangements. Learners are already familiar with the use of going to + infinitive.			
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.			
Key vocabulary: <i>sightseeing, exhibition, downtown, high-speed train, definitely, recently, palace</i> and common verb-noun collocations for free time activities			
Key expressions/structure: <i>present continuous for future arrangements; going to + infinitive</i>			
Watch Out: Learners may have difficulty in distinguishing when they can use the present continuous for the future. Be sure to go over the examples in the lesson, and if necessary, provide more.			
Resources/equipment needed: Coursebook page 34 Workbook page 36			
UNIT 9 LESSON B.2 TASKS/ACTIVITIES			
Resources	Starter		
	<div>1 Write the phrase <i>This weekend I’m going to...</i> on the board.</div> <div>2 Ask learners brainstorm and write down an idea.</div> <div>3 Learners share their ideas with the class.</div>		

Resources	Main activity																		
Coursebook Page 34	<p>Speaking: Activity 6</p> <ol style="list-style-type: none">Learners look at the box with activities in Activity 6.Learners choose seven activities they like.On the board, draw the table from Activity 6. Ask a learner to name one of the activities he/she is going to do. Ask when, eliciting a specific time. Write the activity mentioned and time in the appropriate square in the table. Repeat with a few activities if necessary.Learners fill in the table with the activities they have chosen from the box, citing particular time at which they will be doing each of the activities. <p>CORE</p> <p>Feedback</p> <p>Go around monitoring to be sure learners are completing the activity properly.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>																		
Coursebook Page 34	<p>Speaking Tip</p> <ol style="list-style-type: none">Write or project some of the phrases from the Speaking Tip box on the board. Ask learners when these phrases could be used.Ask learners if these phrases could be used to suggest possible plans for the weekend. (Yes, they can.)																		
Workbook Page 36	<p>Workbook: Activity 4</p> <ol style="list-style-type: none">Learners look at the chart in Activity 4 and the example that has been written in.Ask learners to find a positive answers and negative answer. Write these in the chart.Learners complete the chart.Learners compare their answers in pairs.Elicit answers. <p>Feedback</p> <p>Write/project the chart on the board. Learners indicate the phrases that go in each column.</p> <p>Answers:</p> <table><tr><th>Questions</th><th>Positive answers</th><th>Negative Answers</th></tr><tr><td>What are you up to this weekend?</td><td>Fine.</td><td>Not really.</td></tr><tr><td>Would you like to...?</td><td>Sure, sounds great.</td><td>Sorry, I can't.</td></tr><tr><td>What are you doing on...?</td><td>OK.</td><td>Sorry, I'm busy.</td></tr><tr><td></td><td>Good idea.</td><td>I prefer...</td></tr><tr><td></td><td>Great.</td><td></td></tr></table>	Questions	Positive answers	Negative Answers	What are you up to this weekend?	Fine.	Not really.	Would you like to...?	Sure, sounds great.	Sorry, I can't.	What are you doing on...?	OK.	Sorry, I'm busy.		Good idea.	I prefer...		Great.	
Questions	Positive answers	Negative Answers																	
What are you up to this weekend?	Fine.	Not really.																	
Would you like to...?	Sure, sounds great.	Sorry, I can't.																	
What are you doing on...?	OK.	Sorry, I'm busy.																	
	Good idea.	I prefer...																	
	Great.																		
	<p>Differentiation (support):</p> <p>Learners complete the chart in pairs.</p>																		
	<p>Differentiation (stretch):</p> <p>Learners think of additional phrases and add them to the chart.</p>																		
Workbook Page 36	<p>Workbook: Activity 5</p> <ol style="list-style-type: none">Learners look at the first dialogue as an example.Volunteers read the dialogue.Learners complete number 2.Learners check their answers with a partner.Learners complete the activity by filling in the blanks with the correct phrases from the previous activity.Learners check their answers with a partner.Elicit answers. <p>Feedback</p> <p>Write/project the activity on the board. Learners indicate the phrases that go in each blank.</p> <p>Answers:</p> <ol style="list-style-type: none">What are you up to this weekend?Would you like to; Not reallySure, sounds great; I preferWhat are you doing on; Good ideaWould you like to; Sorry, I can't																		

	Differentiation (support): Learners complete the dialogues with a partner.		
	Differentiation (stretch): Learners write additional dialogues for a partner to complete.		
Workbook Page 34	Speaking Tip 1 Write the question “Would you like to come?” on the board. 2 Say the question very slowly, pausing between each word. Then say the question at normal speed. Ask learners if they have noticed a difference. 3 Repeat “Would you...” a few times if learners have not picked up on the feature yet. 4 Explain that when we say “Would you...” at a normal pace, an intrusive /d ₃ / sound is often pronounced. (This is a common feature of spoken English, but is to be avoided in situations like a formal speech or performing a song.) 5 Learners repeat the question, practicing the intrusive sound.		
Workbook Page 36	Workbook: Activity 6 1 Learners get in pairs. 2 Learners practice the dialogues in Activity 5, focusing on the intrusive /d ₃ / sound. Feedback Go around monitoring and listening to see if learners produce the phoneme mentioned in the Speaking Tip box.		
Coursebook Page 34 Workbook Page 36	Speaking: Activity 7/Workbook: Activity 7 1 Learners stand up and mingle. 2 Using plans made in Coursebook Activity 6 , learners hold short conversations like the ones in Workbook Activity 5 . 3 Learners write down the plans they have made in the chart in Workbook Activity 7 . 4 Go around monitoring to be sure the conversations are taking place correctly. 5 Learners return to their seats. CORE Feedback Learners share the plans they made with the class. Answers: <i>Learners’ responses will vary.</i>		
Resources	Plenary		
	Learners line up at the door to leave in pairs. One learner asks the other, “Would you like to...?” (/d ₃ / sound) and the other responds with one of the phrases from the lesson. Once they complete this exchange, they may go.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 C

LESSON PLAN		LESSON: C.1	
Teacher:		Subject: English	
Grade: 7		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners’ ability to listen to speakers to find specific information. To develop learners’ ability to understand the passive voice in present simple sentences. Speaking: Develop learners’ ability to share opinions and ideas.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Listen to students talking about entertainment and identify specific information about what they say.Talk about opinions of different types entertainment.	
Link to prior learning: present simple 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.			
Key vocabulary: (<i>movie, video game, TV show, book</i>) Key expressions/structure: <i>present simple passive (be + past participle)</i>			
Watch Out: Learners might not hear the verb <i>to be</i> when listening to the passive voice due to elision in speech. Draw attention to this during listening and speaking activities to ensure learners understand why they might not hear the verb <i>to be</i> in spoken English. Learners may also have difficulty identifying passive forms as they may find it difficult to understand that the subject is the recipient of the action. Provide clear explanations identifying the person who carries out or receives the action to ensure understanding.			
Resources/equipment needed: Coursebook pages 37–38 Audio Track 33			
UNIT 9 LESSON C.1 TASKS/ACTIVITIES			
Resources		Starter	
		Play a brainstorming game with learners. Write the word entertainment on the board and ask learners to think of as many associated words as they can, and write them on the board.	
Resources		Main activity	
Coursebook Page 37		Speaking: Activity 1 1 Ask learners what kinds of entertainment they like. 2 Ask what they can see in the pictures to elicit vocabulary. 3 Learners match the words to the pictures. CORE Feedback Volunteers share answers with the class. Answers: <i>words matched to corresponding pictures</i>	
Coursebook Page 37		Speaking: Activity 2 1 Ask learners which activities they like from Activity 1 . Ask learners to name other activities they like and why to create class discussion. 2 In pairs, learners discuss reasons for liking or disliking different activities mentioned using the structure <i>I think people like... because ...</i> CORE Feedback Volunteers share opinions. Write examples on the board. Answers: <i>Learners’ responses will vary.</i>	

Coursebook Page 37 Audio Track 33	<p>Listening: Activity 3</p> <p>1 Explain that learners will listen to students talking about their favorite entertainment. Learners predict what forms of entertainment will be mentioned.</p> <p>2 Direct attention to the Vocabulary box. Ask learners if they know the words, elicit meanings and explain.</p> <p>3 Learners listen and complete the text with the missing words.</p> <p>4 Were learners’ predictions correct?</p> <p>CORE</p> <p>Feedback</p> <p>Compare answers before checking as a class.</p> <p>Answers:</p> <p>1 watching movies, 2 exciting, 3 interesting, 4 written</p>		
	<p>Differentiation activities (Support):</p> <p>Pause audio after each answer to allow time to write answers.</p>		
	<p>Differentiation activities (Stretch):</p> <p>Learners label each missing word with the correct part of speech (adjectives, nouns, or verbs).</p>		
Coursebook Page 38	<p>Listening: Activity 4</p> <p>1 Learners read questions. Do they know any answers?</p> <p>2 Learners listen to the audio again and write if the statements are True or False.</p> <p>3 Have a class vote for each correct answer.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers and then vote for correct answers as a class. Volunteers justify answers.</p> <p>Answers:</p> <p>1 true, 2 true, 3 false, 4 false, 5 true</p>		
Coursebook Page 38	<p>Language focus: Activity 5</p> <p>1 Write two sentences on the board, one active and one passive (<i>People film the TV show in Dubai and The TV show is filmed in Dubai</i>). Ask learners what TV shows are filmed in Dubai to create interest.</p> <p>2 Direct attention to the active sentence and explain that this is a normal sentence. What is the subject, verb, and object? Then direct attention to the passive sentence. How is it different? Is the meaning the same? Explain that the meaning is the same but the action of filming is more important than the person who does it and maybe we do not know who filmed the TV show. In the passive sentence the object takes the place of the subject.</p> <p>3 Direct attention to the Use of English box. How do we form the passive voice? When we know who carried out an action what word do we use? (by). Learners write the answer in the box.</p> <p>4 Direct attention to Activity 5. Learners look at the text and locate three sentences in the passive voice. Write them down and identify the verb to be, the past participle and who carried out the action.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers and write them on the board.</p> <p>Answers:</p> <p><i>It is made by an Emirati film maker. It is filmed in different countries. We are taught how to read in English class. My favorite book is written by an Emirati author.</i></p>		
Resources	Plenary		
	<p>Guessing game. Choose an item or a word and describe what it is using the passive voice. Learners work in teams to guess the correct word.</p> <p>For example:</p> <p><i>They are green or red. They are eaten by many people. (apples)</i></p> <p><i>It is used for cutting food. It is silver. (a knife)</i></p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 C	
LESSON PLAN	LESSON: C.2
Teacher:	Subject: English
Grade: 7	Unit: 9 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to identify and understand the passive voice. Speaking: Develop learners' ability to share opinions and ideas. To develop learners' ability to use the passive voice.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Understand and form the passive voice. Discuss individual entertainments preferences.
Link to prior learning: present simple 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.	
Key vocabulary: (movie, video game, TV show, book) Key expressions/structure: present simple passive (be + past participle)	
Watch Out: Learners might not hear the verb <i>to be</i> when listening to the passive voice due to elision in speech. Draw attention to this during listening and speaking activities to ensure learners understand why they might not hear the verb <i>to be</i> in spoken English. Learners may also have difficulty identifying passive forms as they may find it difficult to understand that the subject is the recipient of the action. Provide clear explanations identifying the person who carries out or receives the action to ensure understanding.	
Resources/equipment needed: Coursebook page 38 Workbook pages 39–40	
UNIT 9 LESSON C.2 TASKS/ACTIVITIES	
Resources	Starter
	Write sentences on the board about a book you like and ask learners to identify which sentences are active and which are passive to remind learners of the language studied in the previous lesson. <u>My favourite book is written by a British author.</u> John Smith is a travel writer. I like his books because they are exciting. <u>His first book was written in 1990.</u> Underlined sentences are passive.
Resources	Main activity
Workbook Page 39	Workbook: Activity 1 1 Ask learners what verb form is used in the passive voice? (past participle) 2 Quiz learners on past participles. Learners form teams. Write a list of 10 verbs on the board including those from Activity 1 . Groups compete to complete the list with the correct past participle verbs. Remind learners that some can be found in the Coursebook text in Lesson C . 3 Check answers. Learners complete Activity 1 individually. CORE Feedback Volunteers share answers with the class. Answers: <i>made, filmed, written, taught</i>

Workbook Page 39	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Remind learners of the Language Focus activity from the Coursebook. Ask learners how they can identify a passive sentence and what is the form? 2 Learner read the sentences in Activity 2 and write whether they are active or passive. <p>CORE Feedback</p> <p>Compare answers before checking as a class. Volunteers share opinions. Write an active present simple and a passive sentence on the board and label the form of each as a class.</p> <p>Answers: 1 <i>passive</i>, 2 <i>passive</i>, 3 <i>active</i>, 4 <i>active</i>, 5 <i>passive</i>, 6 <i>passive</i></p>
Workbook Page 39	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Learners work in pairs and change the active sentences into passive sentences. 2 Do the first example together. Work backwards with the first active sentence identifying the object and placing it at the beginning of the passive sentence. Then ask what form of the verb <i>to be</i> should be used. Finally ask learners to change the main verb into the past participle and complete the rest of the sentence. <p>CORE Feedback</p> <p>Compare answers in pairs before checking as a class. Volunteers write answers on the board.</p> <p>Answers: 1 <i>Horse racing is filmed for TV.</i> 2 <i>These books are written by an Emirati woman.</i> 3 <i>Movies are watched by people around the world.</i> 4 <i>These movies are made by an excellent film maker.</i> 5 <i>The horse race was watched by hundreds of people.</i></p>
	<p>Differentiation activities (Support):</p> <p>Learners can answer questions 1 to 3 which are shorter and easier.</p>
	<p>Differentiation activities (Stretch):</p> <p>Learners create their own examples.</p>
Workbook Page 40	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Tell learners that everyone will be talking about their favorite things. Referring back the lesson starter, talk about your favorite book or movie (culturally appropriate) using the template in Activity 4. Encourage questions. 2 Learners choose a book or a movie and complete the information in Activity 4. This will create ideas for the next speaking activity. <p>CORE Feedback</p> <p>Volunteers share answers with the class.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook Page 38	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1 Direct attention to Speaking: Activity 5. Learners think about a book or a movie that they enjoyed. 2 Provide an example by talking about a book or a movie you enjoyed (culturally appropriate). 3 In pairs or threes, learners take turns talking about the points in Activity 5. This is a useful activity as it is a common exam style question. Explain this to learners and encourage them to take time to answer each part of the question. <p>CORE Feedback</p> <p>Learners compare answers and write them on the board.</p> <p>Answers: <i>Learners' responses will vary.</i></p>

Workbook Page 40	Workbook: Activity 5 Learners write their answer to the speaking question as a way to reflect on what they have said and make improvements, focusing on the correct use of language. DESIRABLE <u>Feedback</u> Learners compare answers. <u>Answers:</u> <i>Learners' responses will vary.</i>		
Resources	Plenary		
	Learners close their books. Before everyone leaves ask learners when they have science class. What experiments have they done in science class? Explain that we can use the passive voice to explain a process. Ask learners to describe the experimental process using the passive voice. Listen to volunteers' ideas and write the process on the board. For example, <i>water is heated / liquid is put into a cup / the Bunsen burner is lit.</i>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 D

LESSON PLAN	LESSON: D.1
Teacher:	Subject: English
Grade: 7	Unit: 9 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read an online article about different festivals and events in other countries for detail to answer True/False/Not Given questions. Speaking: Develop learners' ability to have a scaffolded discussion with a partner to use text headings and pictures to decide the content of the text.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Read a longer online article about different festivals and events in other countries for detail using scanning techniques to answer True/False/Not Given questions. Hold a scaffolded discussion with a partner about the content of an article about different festivals and events in other countries using text headings and photos.
Link to prior learning: <i>Lexis of entertainment and geography; Adjectives ending in -ed and -ing</i> 21st Century Skills: <i>Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing</i>	
Key vocabulary: <i>recommend, giant, festival, celebration, event, region, attend, local, strange</i> Key expressions/structure: <i>Adjectives ending in -ed and -ing: interesting, interested</i>	

Watch Out:

Learners may struggle with the difference between the following three key vocabulary words.

- **Event**
- **Festival**
- **Celebration**

Explain the differences by say the following:

- An **event** is the most general term that can be used for almost any time people get together. For example, an event could be a sporting event, it could be a school play, it could be a day at the park. It can also be a festival or celebration.
- A **festival** is usually a planned event that happens for a short period of time every year. Festivals usually have places to buy food and other items, shows, etc.
- A **celebration** is a time when people get together to celebrate something positive. Usually these are family events, or family and friends. One example is a wedding.

Resources/equipment needed:

Coursebook pages 41–42

Workbook page 43

UNIT 9 LESSON D.1 TASKS/ACTIVITIES

Resources	Starter
	<p>Starter Questions</p> <ol style="list-style-type: none"> Put learners in groups of 3–4. Draw their attention to the starter questions. Explain to learners that they should answer the starter questions as a group. Give learners 2–3 minutes to answer the questions. Bring the class back together. As a full class, brainstorm some ideas and put them on the board.
Resources	Main activity
Coursebook Page 41	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the rubric and the three bulleted questions. Ask an individual learner to read the question out loud. Explain to learners that they should not read the body of the text yet, only look at the pictures and read the headings. They do not need to only discuss the bulleted questions, those are just for some guidance. Put learners in pairs and start the activity. <p>CORE</p> <p>Feedback</p> <p>Bring the class back together. Elicit ideas from the learners using the bulleted questions and any other ideas they have come up with. Write them on the board and keep them on the board for the next activity.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Coursebook Page 41	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Read the rubric to the class. Explain to learners that they need to quickly read the text to check if their predictions were correct. To encourage learners to read for gist, give them a short time limit of 2 minutes to complete the activity (please adjust this according to the level of your learners). Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Bring the class back together. Ask learners to look at their predictions on the board. Go over each prediction, deciding if it was correct or incorrect.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Coursebook Page 41	<p>Reading Strategy box</p> <ol style="list-style-type: none"> Draw learners' attention to the Reading Strategy box. Remind learners that when they read for detail, they can use scanning techniques to find the information faster. When they scan, they should read the questions first, then read the text so they know what they are looking for. <p>CORE</p>

Coursebook Page 42	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Before learners begin, please preteach the following words (they are not key vocabulary, but will be unfamiliar to learners). Sculpture – a statue or image made out of material, usually stone. In this case, they are talking about ice sculptures. Bonfire – This is like a camp fire, but usually much bigger. Sometimes people put many pieces of wood so the fire is very tall. Draw learners' attention to the rubric. Learners should be familiar with the concept of NOT GIVEN. Either way, explain to learners that NOT GIVEN means that there is not any information in the text that makes the question TRUE or FALSE. ** Note, the NOT GIVEN questions are numbers 3, 4, and 9. If you think that your learners will struggle with this concept, do these questions as a class. It might also be useful to do one of them (i.e. 3) as a class to explain the concept. Read the question, then ask learners to look at the text. Show learners that the text does not talk about the Chinese New Year. That is why it is NOT GIVEN. Ask learners to complete the activity individually. <p>CORE Feedback Put learners in pairs to check answers. Then, read out each question and say "true... false... not given." Ask learners to vote on each question by raising their hand for the answer choice they believe is correct. Ask a learner who had the correct answer to explain why it is correct.</p> <p>Answers: 1 F, 2 T, 3 NG, 4 NG, 5 T, 6 F, 7 T, 8 T, 9 NG</p>
	<p>Differentiation (support): Tell learners that there are three "Not Given" (NG) answers. Then, do the first question as a class. Then, put learners in pairs, ask the first partner to answer questions 2–5, and the second partner to answer question 6–9.</p>
	<p>Differentiation (stretch): Ask learners to look back at the three events. Ask them to try and find similarities or differences between the three. For example: <i>The Ice Festival and Cooper Hill Cheese Rolling event both attract people from around the world.</i> <i>The Scottish bonfire nights are only one day.</i></p>
Workbook Page 43 Coursebook Page 41	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the underlined words in the Coursebook, from the reading text. Explain to learners that they need to match the underlined words with their definitions. Tell learners that the number of dashes in the activity corresponds to the number of letters in the word. **** It might be useful to teach the learners the difference between event, festival and celebration before they begin the activity. See the 'Watch Out' section of the TG for further support. Ask learners to complete the activity individually. <p>CORE Feedback Put learners in pairs to check answers. Then, write 1–9 vertically on the board. Point to a number, then ask a learner to say the word and the correct definition. If it is correct, put a check next to the number.</p> <p>Answers: 1 festival 2 celebration 3 region 4 strange 5 event 6 local 7 recommend 8 giant 9 attend</p>

Workbook Page 43	<p>Workbook: Activity 2</p> <p>1 Draw learners’ attention to the rubric and the activity. Read the rubric to the learners.</p> <p>2 Explain to learners that they need to decide if the underlined key vocabulary word is correct or not. If it is correct, they should circle <i>a</i>, if it is incorrect, they need to circle the correct option.</p> <p>3 Do the first two questions with the learners to help them better understand the activity.</p> <p>4 Ask learners to complete the rest of the activity individually. (One suggestion to support learners is to write on the board:</p> <p>a (x5) b (x2) c (x 2)</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask individual learners to read the sentence. If they think that the underlined key vocabulary word is incorrect, they should read the sentence with the word that they believe is correct.</p> <p>Answers:</p> <p>1 <i>b</i>, 2 <i>a</i>, 3 <i>b</i>, 4 <i>c</i>, 5 <i>a</i>, 6 <i>c</i>, 7 <i>a</i>, 8 <i>a</i>, 9 <i>a</i></p>												
Workbook Page 43	<p>Workbook: Activity 3</p> <p>1 Draw learners’ attention to the rubric, ask an individual learner to read the rubric to the class.</p> <p>2 Explain to learners that first they need to choose four words from Workbook Activity 1. Then, they should write example sentences, leaving a gap in place of the key vocabulary word.</p> <p>3 After learners have written their four examples, they should exchange them with a partner. Partners need to try and guess the word that they used.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners to read their examples to the class, not reading the word in the gap. The class should try to guess the correct word.</p> <p>Answers:</p> <p><i>Learners’ responses will vary.</i></p>												
Resources	<p>Plenary</p> <p>EXIT Ticket</p> <p>1 Ask learners to take out a piece of notebook paper.</p> <p>2 Tell learners that they must write two sentences using the new key vocabulary.</p> <p>3 After they have written their sentences, they should exchange them with a partner.</p> <p>4 Partners should peer review the sentences for language and accurate usage of the key vocabulary.</p> <p>5 If the sentences are correct, the partner should put a check next to the sentence. If they are incorrect, they need to explain why to their partner.</p> <p>6 Learners must show you their paper with two checks to leave the class.</p>												
<p>Learning styles catered for (✓):</p> <table><tr><td>Visual</td><td>Auditory</td><td>Read/Write</td><td>Kinesthetic</td></tr></table> <p>Assessment for learning opportunities (✓):</p> <table><tr><td>Observation</td><td>Learner self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Learner presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>		Visual	Auditory	Read/Write	Kinesthetic	Observation	Learner self-assessment	Oral questioning	Peer assessment	Quiz	Learner presentation	Written work and feedback	Verbal feedback
Visual	Auditory	Read/Write	Kinesthetic										
Observation	Learner self-assessment	Oral questioning	Peer assessment										
Quiz	Learner presentation	Written work and feedback	Verbal feedback										

Unit 9 D

LESSON PLAN		LESSON: D.2	
Teacher:		Subject: English	
Grade: 7		Unit: 9	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read a short text about a celebration in a country for detail to answer comprehension questions. Speaking: To develop learners’ ability to ask and answer their partners questions from a jigsaw reading activity.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Read a text about the Al Dhafra Festival in Abu Dhabi or La Tomatina Festival in Spain and answer comprehension questions.• Ask and answer questions for a jigsaw reading and speaking activity from two articles about festivals and events in Abu Dhabi and Spain.• Discuss questions using an online article about different festivals in other countries and rank festivals from their most favorite to least favorite.	
Link to prior learning: <i>Lexis of entertainment and geography; Adjectives ending in -ed and -ing</i> 21st Century Skills: <i>Global Awareness: Reinforce the learning of other languages and cultures to communicate through spekaing, listening, reading, and writing</i>			
Key vocabulary: <i>recommend, giant, festival, celebration, event, region, attend, local, strange</i> Key expressions/structure: <i>Adjectives ending in -ed and -ing: interesting, interested</i>			
Watch Out: Learners might struggle when asking and answering their partners for information for Coursebook: Activity 6 . One solution is to model how to ask the questions to the learners before they start the activity (potentially even writing it on the board), then drilling the class by asking them to ask different questions.			
Resources/equipment needed: Coursebook page 42 Workbook page 44			
UNIT 9 LESSON D.2 TASKS/ACTIVITIES			
Resources		Starter	
		<ol style="list-style-type: none">1 Ask learners to close their books.2 Put learners in three groups.3 Assign each group one of the three main sections from the online article in the Coursebook.4 Give each group 2–3 minutes to remember as much information about their section as they can.5 Once the time has expired, elicit information from each group and write it on the board.6 Then, as a class, allow learners to open their books to check for accuracy.	
Resources		Main activity	
Coursebook Page 42		Reading: Activity 4 <ol style="list-style-type: none">1 Draw learners’ attention to the questions and the highlighted sections of text.2 Ask on individual learner to read the questions to the class. Explain to learners that they must match the highlighted sections to the correct question.3 Ask learners to complete the activity individually. CORE Feedback Put learners in pairs to check answers. Then, bring the class together. Read out the first question, ask learners to say the correct answer in unison. Answers: <ol style="list-style-type: none">1 I was excited to attend the Biggar Bonfire in Biggar, Scotland.2 They are all very entertaining.	

Coursebook Page 42	<p>Language Tip box</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Language Tip box. 2 Unpack the box by reminding learners that some adjectives can have <i>-ed</i> and <i>-ing</i> endings. 3 Ask an individual learner to read the box. Then, reinforce the information by reading the examples. Remind them that an <i>-ed</i> adjective talks about how someone feels, and <i>-ing</i> adjective talks about how something makes someone else feel. <p>CORE</p>
Workbook Page 44	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the sentences. Point out the two italicized options. 2 Explain to learners that they need to circle the correct answer to complete the sentence. Allow learners to refer back to the Language Tip box if they are struggling. 3 Ask learners to complete the activity individual. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners' in pairs to check answers. Then, write the italicized pairs of words on the board vertically with their question number. Ask individual learners to come to the front of the board to circle the correct option.</p> <p>Answers:</p> <p>1 <i>exciting</i>, 2 <i>excited</i>, 3 <i>interesting</i>, 4 <i>interested</i>, 5 <i>tired</i>, 6 <i>tiring</i></p>
Coursebook Page 42 Workbook Page 44	<p>Reading: Activity 5/Workbook: Activity 5</p> <ol style="list-style-type: none"> 1 Put learners in pairs. Assign one partner Reading A (in the Coursebook) and the other Reading B (in the Workbook). 2 Draw learners' attention to the two boxes with questions. Explain to learners that the learners reading A should answer the questions for A, and learners reading B should answer the questions for B. 3 Ask learners to complete these activities individually. <p>CORE</p> <p>Feedback</p> <p>Monitor learners, providing support where needed. Do not do a full class feedback section as the next activity learners will ask each other for the answers from their readings.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation (support):</p> <p>Ask learners to only answer the first three questions.</p>
	<p>Differentiation (stretch):</p> <ol style="list-style-type: none"> 1 Give learners 1 minute to read their text, then ask them to cover the text and questions without having answered the questions. 2 For Reading: Activity 6/ Workbook: Activity 5 their partners should ask them the questions and they must try to remember the information to answer the questions. *** (note, this differentiation strategy changes the next activity) 3 Then, ask them to uncover the text to see if they were correct.

Coursebook Page 42 Workbook Page 44	<p>Speaking: Activity 6/Workbook: Activity 6</p> <ol style="list-style-type: none">1 Draw learners’ attention to the rubric.2 Explain to learners that they need to ask their partners for the answers to the section that they did not read.3 Ask learners to cover the text so that they can’t look back to it. They should use the answers they wrote down. ***Note, please see the Watch Out section of the Teacher’s Guide before continuing. If this is relevant to your learners, please use it before they begin the activity.4 Ask learners to begin the activity. <p>CORE</p> <p>Feedback</p> <p>Monitor learners, providing assistance where it is needed. Then, bring the class together. Write 1–5 vertically twice on the board. Ask individual learners who read A to come to the board and write the correct answer for the correspond question for B, and the opposite of learners who initially read B. Then, as a class, check the answers for accuracy.</p> <p>Answers:</p> <p>Reading A:</p> <ol style="list-style-type: none">1 Abu Dhabi2 (multiple answers) falconry show, classic car show, camel beauty contest, the souq3 dates, camel milk4 an abaya5 20,000 camels <p>Reading B:</p> <ol style="list-style-type: none">1 Buñol, Spain2 19453 40,000 people4 1 hour5 115,000 kilograms		
Coursebook Page 42	<p>Speaking: Activity 7</p> <ol style="list-style-type: none">1 Draw learners’ attention to the word bubbles.2 Explain to learners that they need to have a discussion with their partners using each of these questions.3 Before learners begin, go over each question, checking for learner comprehension. Specifically, the first question could potentially be tricky. Explain to learners that ranking from 1–5 means that 1 is the most interesting and 5 is least interesting. Also, explain that for question 2, even if they think the activity is interesting, they might not like to try it. So they should not just copy their answers from the first speech bubble.4 Encourage learners to ask their partner to give reasons for their answers. <p>CORE</p> <p>Feedback</p> <p>Monitor learners, providing support where necessary. Listen for mistakes in language and vocabulary. Note them down and write them on the board. Ask learners to correct the mistakes as a class (do not say which learner made the mistake).</p> <p>Answers:</p> <p><i>Learners’ responses will vary.</i></p>		
Resources	Plenary		
	As a class, try to rank the events from most interesting to least interesting. Encourage learners to give ideas for their rankings. It is okay if there is disagreement.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 E

LESSON PLAN		LESSON: E.1
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read for key details from a sample film review of the movie, <i>The Path Maker</i> . Writing: Develop learners' ability to write recounts about experiences, describing feelings and reactions to a movie.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize vocabulary about movies and movie genres. Understand how to plan and write a clearly-structured film review about a movie.
Link to prior learning: Lexis related movies and movie genres 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.		
Key vocabulary: <i>science fiction, horror, documentary, comedy, action, animation, drama, character, genre (movie genre)</i> Key expressions/structure: <i>use of present simple passive</i>		
Watch Out: Learners are easily engaged with subject-matter related to entertainment activities, especially movies. They are eager to go to the cinema during the weekends to catch the latest shows. However, our learners may not have a full grasp on the distinctions of the variety of movie genres. Therefore, in this lesson they will be exposed to these genres, and also an example of what it takes to construct a clear film review of a movie of their choice.		
Resources/equipment needed: Coursebook page 45 Workbook pages 47–48 PCM 3.5		
UNIT 9 LESSON E.1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 45	1 Put learners into groups. 2 Learners discuss starter questions about the movies they have watched recently and especially how the movies affected them. 3 Additionally, ask learners what types of things they find appealing about movies they enjoy. 4 Offer feedback and suggestions. Feedback Learners share their ideas and responses with the class.	
Resources	Main activity	
Coursebook Page 45	Reading: Activity 1 1 Learners discuss different genres of movie they remember from Lesson C . Write these on the white board. 2 In pairs, learners choose a genre and decide on a movie they have both seen from that genre. 3 Direct learners to Reading: Activity 1 in the Coursebook. 4 Learners answer the questions based on the movie they chose. CORE Feedback Check answers as a class. Answers: <i>Learners' responses will vary.</i>	
	Differentiation (support): Place learners with different partners.	
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.	

Coursebook Page 45	<p>Reading: Activity 2</p> <p>1 Learners stay in pairs.</p> <p>2 Direct learners’ attention to the reading about the movie, <i>The Path Maker</i>.</p> <p>3 Learners read the information about the documentary.</p> <p>4 Direct learners to the incomplete movie review. In pairs, learners discuss the information that needs to be completed.</p> <p>5 Learners read the information text again and underline the information needed to go into the movie review.</p> <p>6 Pairs join with another pair to discuss their answers.</p> <p>7 Once all learners have agreed, learners write their answers on the lines provided.</p> <p>CORE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers:</p> <p><i>Path; Documentary; 2013; Brazil; Gabriel; painter</i></p>																																																																																																																																																																																																																																	
	<p>Differentiation (support):</p> <p>Match learners with a diverse range of partners.</p>																																																																																																																																																																																																																																	
	<p>Differentiation (stretch):</p> <p>Place the film review on a projector and walk learners through each section, while helping them fill in the text.</p>																																																																																																																																																																																																																																	
Workbook Page 47 PCM 3.5	<p>Workbook: Activity 1</p> <p>1 Direct learners to the word search.</p> <p>2 Learners will look at the clues, find the correct word in the word search and write the words on the lines provided.</p> <p>3 Elicit some thoughts and ideas from the class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers:</p> <p>1 <i>science fiction</i></p> <p>2 <i>horror</i></p> <p>3 <i>documentary</i></p> <p>4 <i>comedy</i></p> <p>5 <i>action</i></p> <p>6 <i>animation</i></p> <p>7 <i>drama</i></p> <p>Can you find the movie genres?</p> <table><tr><td>S</td><td>I</td><td>V</td><td>H</td><td>X</td><td>A</td><td>D</td><td>R</td><td>D</td><td>I</td><td>H</td><td>D</td><td>B</td><td>K</td><td>J</td></tr><tr><td>W</td><td>C</td><td>U</td><td>H</td><td>M</td><td>U</td><td>J</td><td>Z</td><td>X</td><td>T</td><td>S</td><td>O</td><td>S</td><td>Q</td><td>A</td></tr><tr><td>I</td><td>P</td><td>I</td><td>A</td><td>D</td><td>J</td><td>I</td><td>Z</td><td>Y</td><td>E</td><td>G</td><td>C</td><td>C</td><td>Y</td><td>I</td></tr><tr><td>W</td><td>R</td><td>R</td><td>E</td><td>Q</td><td>L</td><td>B</td><td>N</td><td>A</td><td>Z</td><td>B</td><td>U</td><td>M</td><td>S</td><td>G</td></tr><tr><td>Q</td><td>D</td><td>V</td><td>X</td><td>N</td><td>I</td><td>W</td><td>N</td><td>W</td><td>P</td><td>B</td><td>M</td><td>P</td><td>K</td><td>D</td></tr><tr><td>Z</td><td>I</td><td>S</td><td>Q</td><td>J</td><td>C</td><td>I</td><td>U</td><td>A</td><td>G</td><td>H</td><td>E</td><td>Y</td><td>X</td><td>H</td></tr><tr><td>S</td><td>E</td><td>T</td><td>N</td><td>B</td><td>M</td><td>E</td><td>L</td><td>H</td><td>V</td><td>Q</td><td>N</td><td>D</td><td>P</td><td>O</td></tr><tr><td>N</td><td>D</td><td>K</td><td>E</td><td>A</td><td>C</td><td>B</td><td>F</td><td>O</td><td>L</td><td>L</td><td>T</td><td>E</td><td>U</td><td>B</td></tr><tr><td>Y</td><td>O</td><td>F</td><td>T</td><td>S</td><td>U</td><td>P</td><td>D</td><td>I</td><td>S</td><td>U</td><td>A</td><td>M</td><td>S</td><td>K</td></tr><tr><td>D</td><td>X</td><td>I</td><td>R</td><td>O</td><td>R</td><td>R</td><td>O</td><td>H</td><td>C</td><td>Q</td><td>R</td><td>O</td><td>M</td><td>W</td></tr><tr><td>F</td><td>O</td><td>H</td><td>T</td><td>T</td><td>Q</td><td>M</td><td>F</td><td>X</td><td>N</td><td>T</td><td>Y</td><td>C</td><td>C</td><td>V</td></tr><tr><td>N</td><td>D</td><td>Y</td><td>R</td><td>C</td><td>S</td><td>X</td><td>Q</td><td>W</td><td>L</td><td>T</td><td>I</td><td>Z</td><td>K</td><td>O</td></tr><tr><td>O</td><td>N</td><td>G</td><td>R</td><td>S</td><td>A</td><td>A</td><td>E</td><td>X</td><td>Z</td><td>G</td><td>P</td><td>O</td><td>V</td><td>I</td></tr><tr><td>M</td><td>K</td><td>A</td><td>Y</td><td>B</td><td>L</td><td>R</td><td>V</td><td>F</td><td>Y</td><td>T</td><td>G</td><td>C</td><td>N</td><td>D</td></tr><tr><td>X</td><td>T</td><td>C</td><td>P</td><td>E</td><td>H</td><td>Q</td><td>D</td><td>N</td><td>M</td><td>P</td><td>R</td><td>Y</td><td>M</td><td>U</td></tr></table>	S	I	V	H	X	A	D	R	D	I	H	D	B	K	J	W	C	U	H	M	U	J	Z	X	T	S	O	S	Q	A	I	P	I	A	D	J	I	Z	Y	E	G	C	C	Y	I	W	R	R	E	Q	L	B	N	A	Z	B	U	M	S	G	Q	D	V	X	N	I	W	N	W	P	B	M	P	K	D	Z	I	S	Q	J	C	I	U	A	G	H	E	Y	X	H	S	E	T	N	B	M	E	L	H	V	Q	N	D	P	O	N	D	K	E	A	C	B	F	O	L	L	T	E	U	B	Y	O	F	T	S	U	P	D	I	S	U	A	M	S	K	D	X	I	R	O	R	R	O	H	C	Q	R	O	M	W	F	O	H	T	T	Q	M	F	X	N	T	Y	C	C	V	N	D	Y	R	C	S	X	Q	W	L	T	I	Z	K	O	O	N	G	R	S	A	A	E	X	Z	G	P	O	V	I	M	K	A	Y	B	L	R	V	F	Y	T	G	C	N	D	X	T	C	P	E	H	Q	D	N	M	P	R	Y	M	U
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	Differentiation (support): Place learners with a diverse range of partners.		
	Differentiation (stretch): Put word search activity on projector and go over words / find words together. Additionally, offer ideas and thoughts with learners' help.		
Workbook Page 47	Workbook: Activity 2 1 Direct learners to the sentences with the blank spaces. 2 Learners will complete each sentence by filling in the gaps with the vocabulary words from Activity 1 . 3 Elicit thoughts and ideas from learners. CORE Feedback Check answers as a class. Answers: <div>1 <i>science fiction (given)</i>2 <i>animation</i>3 <i>comedy</i> 4 <i>character</i>5 <i>horror</i>6 <i>drama</i> 7 <i>action</i>8 <i>documentary</i>9 <i>genres</i></div>		
	Differentiation (support): Put learners with a diverse range of partners.		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.		
Workbook Page 48	Workbook: Activity 3 1 Learners pair up. Direct learners to the Language Tip Box . Remind learners that when the present simple passive, we focus on the action rather than the object. 2 Learners read the examples of active and passive sentences. 3 Direct learners' attention to Workbook Activity 3 . 4 Learners will complete each sentence with the verb in parenthesis. 5 Learners need to use the present simple passive. 6 Elicit thoughts and ideas from learners. CORE Feedback Offer feedback and suggestions where needed. Answers: 1 <i>The Burj Khalifa is made from many glass windows.</i> 2 <i>Action movies are watched by people all over the world.</i> 3 <i>That classic movie is loved by many people.</i> 4 <i>The science fiction movie is set in the future.</i> 5 <i>Many good comedies are written by funny people.</i>		
	Differentiation (support): Match learners with a diverse range of partners.		
	Differentiation (stretch): Place sentences on a projector and walk learners through each one, while answering their questions.		
Resources	Plenary		
	1 In pairs learners discuss five vocabulary items they learned in the lesson. 2 Pairs join with another pair to create a list of ten. 3 Elicit ideas as a class and write the vocabulary items on the board.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9E

LESSON PLAN		LESSON: E.2
Teacher:		Subject: English
Grade: 7	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read for key details from a sample film review of the movie, <i>The Path Maker</i> . Writing: Develop learners' ability to plan and write a film review for a movie.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize vocabulary about movies and movie genres. Understand how to plan and write a clearly-structured film review about a movie.
Link to prior learning: Lexis related movies and movie genres 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.		
Key vocabulary: <i>science fiction, horror, documentary, comedy, action, animation, drama, character, genre (movie genre)</i> Key expressions/structure: <i>use of present simple passive</i>		
Watch Out: Learners are easily engaged with subject-matter related to entertainment activities, especially movies. They are eager to go to the cinema during the weekends to catch the latest shows. However, our learners may not have a full grasp on the distinctions of the variety of movie genres. Therefore, in this lesson they will be exposed to these genres, and also an example of what it takes to construct a clear film review of a movie of their choice.		
Resources/equipment needed: Coursebook page 46 Workbook page 48 PCM 3.6		
UNIT 9 LESSON E.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Write the following fictional movie titles on the board: <ul style="list-style-type: none"> <i>Space Wars</i> <i>The Scary Forest</i> <i>Life in the UAE</i> 2 Learners discuss and label the genre of each movie. 3 Learners brainstorm other genres and write them on the board. Feedback Learners share their ideas and responses with the class.	
Resources	Main activity	
Coursebook Page 46	Writing: Activity 3 1 Direct learners to the Writing Tip box. Explain to learners what information needs to be included in a movie review. 2 In pairs, learners discuss their favorite movie. Learners decide on a movie they would like to review. 3 Learners read their headings for their notes, provided in Writing: Activity 3 . 4 Learners discuss the information associated with each heading. 5 Learners make notes in their notebooks.	
	Differentiation (support): Make predictions about the plots of the fictional movie titles.	
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.	

Workbook Page 48 PCM 3.6	Workbook: Activity 4 1 Learners stay in pairs. 2 Direct learners to the film review template. 3 Learners will write a film review for the movie they've chosen, using their notes to guide them. 4 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' responses will vary</i>		
	Differentiation (support): Place learners with different partners.		
	Differentiation (stretch): Put word search activity on projector and go over words or find the words together. Additionally, offer ideas and thoughts with learners' help.		
Workbook Page 48	Workbook: Activity 5 1 Direct learners to the Self-assessment table. 2 Learners will complete each question in the Self-assessment table. 3 Learners will need to put a check under each box if the answer to the question is "yes." 4 Elicit thoughts and ideas from learners. CORE Feedback Check answers as a class. Answers: <i>Learners' responses will vary.</i>		
	Differentiation (support): Put learners with stronger partners if necessary.		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.		
Resources	Plenary		
	Learners present their movie review to the class, in a gallery style. Learners walk around reading the reviews, and discuss their thoughts.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 Review

LESSON PLAN		LESSON: Review 1	
Teacher:		Subject: English	
Grade: 7		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read a dialogue and answer True/False statements. Writing: Develop learners' ability to write present simple passive sentences.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Read a dialogue between two boys in order to distinguish whether statements are true or false.• Write short, present simple passive sentences using an active voice sentence as a prompt.	
Link to prior learning: <i>Lexis from Unit 9; key language expressions from Unit 9</i> 21st Century Skills: <i>Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.</i>			
Key vocabulary: <i>Lexis from Unit 9</i> Key expressions/structure: <i>Present simple passive; adjectives with -ed/-ing endings; present continuous and going to for future plans.</i>			
Watch Out: Learners may not remember the difference between active and passive sentences. Review the rules before starting Language Focus: Activity 4 . Also, allow learners to refer back to Lesson C for additional support.			
Resources/equipment needed: Coursebook page 49 PCM 3.7			
UNIT 9 REVIEW LESSON 1 TASKS/ACTIVITIES			
Resources		Starter	
		1 Put learners in groups of five. 2 Write the names of each lesson from Unit 9 on the board. 3 Assign each group one lesson. 4 Ask the groups to try and remember as much information as they can from each lesson. 5 Bring the class together, ask one representative from each group to write the information they came up with on the board. 6 As a class, review the information.	
Resources		Main activity	
Coursebook Page 49 PCM 3.7		Vocabulary: Activity 1 1 Draw learners' attention to the dashes and the numbered hints below. 2 Explain to learners that they need to use the hints to write the correct word from the box on the dashes. (Learners might be unfamiliar with this activity, it might be useful to do the first question together as a class.) Explain to learners that the highlighted part of the text will reveal the last word, which they need to write on the write on line. 3 Ask learners to complete the activity individually. CORE Feedback Put learners in pairs to check answers. Then, read out a hint, ask a learner to read out the correct answer. Answers: 1 film 2 attend 3 strange 4 celebration 5 giant 6 movie 7 drama 8 local Middle word: Festival	

Coursebook Page 49	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the word bank and the dialogue. 2 Explain to learners that they need to complete the dialogue with the key vocabulary word from the bank. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask volunteer learners to read a line. Choose stronger learners to read the lines with the gaps.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 movie 2 film 3 drama 4 sci-fi 5 characters 6 comedy 7 cartoon 8 recommend <p>EXTENSION</p> <p>Put partners in pairs. Ask them to practice the dialogue. After they have read it the first time, ask them to switch roles.</p>
Coursebook Page 49	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the True/False questions. 2 Explain to learners that they need to use the text to decide if the statements are True or False. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, read each statement out loud to the class. If learners believe the answer is True, ask them to raise their hands, if it is False they shouldn't raise their hands. Then, ask a learner who got the answer correct to find the place in the text where the answer is.</p> <p>Answers:</p> <p>1 F, 2 T, 3 T, 4 F, 5 T, 6 F</p>
	<p>Differentiation (support):</p> <p>Put learners in pairs. Tell the first partner to do questions 1–3 and the second partner to do questions 4–6.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to correct the false questions.</p> <ol style="list-style-type: none"> 1 (<i>Saif is calling Rashid</i>). 2 <i>He wants to see a funny movie.</i> 3 <i>They are planning to meet at 5:00 pm.</i>
Coursebook Page 49	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the rubric. 2 Explain to learners that they first need to decide if the sentence is active or passive. They should write 'A' for 'Active' or 'P' for 'Passive' on the first short write-on line. If the sentence is active, they need to rewrite it in the passive on the longer write-on line. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask the class first if each sentence is active or passive. They should say the answer in unison. Then, if it is active, ask an individual learner to read out the passive variant.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 A, <i>Films are watched by the audience.</i> 2 P 3 A, <i>This restaurant is recommended by local people.</i> 4 P 5 A, <i>The building is built by them.</i> 6 P

Resources	Plenary		
	Play back to the board: 1 Ask one learner to come to the front of the board and face the rest of the class. 2 Write a word behind the learner (any word from Unit 9). 3 The learner has to ask yes/no questions to try to guess the word.They get 20 questions. 4 Then, once the learner has guessed the answer or used all 20 questions, it is another learners turn.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 Review

LESSON PLAN		LESSON: Review 2	
Teacher:		Subject: English	
Grade: 7		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: Develop learners’ ability to discuss questions with a partner. Writing: Develop learners’ ability to write a short movie review using scaffolded prompt questions.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Have a discussion with a partner or in a small group about prompted questions.• Write a short movie review about a movie they have seen recently using scaffolded questions for support.	
Link to prior learning: <i>Lexis from Unit 9; key language expressions from Unit 9</i> 21st Century Skills: <i>Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.</i>			
Key vocabulary: <i>Lexis from Unit 9</i> Key expressions/structure: <i>Present simple passive; adjectives with -ed/-ing endings; present continuous and going to for future plans.</i>			
Watch Out: Learners’ may struggle to complete the writing text during the class period. If this is the case, ask them to complete the writing as homework.			
Resources/equipment needed: Coursebook page 50			
UNIT 9 REVIEW LESSON 2 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write on the board: <ul style="list-style-type: none">• drama• comedy• cartoon 2 Put learners in pairs. Ask them to think about the most recent film they have seen for each film genre.	

Resources	Main activity
Coursebook Page 50	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the rubric. 2 Explain to learners that they need to add <i>-ed</i> or <i>-ing</i> endings to the words in brackets to form the correct adjective to complete the activity. **Note, learners might not be familiar with the form of the words in brackets, if necessary read out the adjectives with both the -ed and -ing endings so learners understand what the words are. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask individual learners to read a sentence out loud with the correct adjective.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>interesting</i> 2 <i>disappointed</i> 3 <i>tired</i> 4 <i>boring</i> 5 <i>excited</i> 6 <i>amazing</i>
Coursebook Page 50	<p>Language Focus: Activity 6</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the questions. 2 Explain to learners that they need to think of ideas for themselves to complete the sentences. 3 Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs and ask them to share answers. Then, bring the class back together. Elicit creative ideas from the entire class.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Coursebook Page 50	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the questions in the speech bubbles. 2 Explain to learners that they need to work in pairs to discuss the questions with ideas for themselves. 3 Put learners in pairs and ask them to begin their discussions. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas from the class. Ensure that every group answers at least one question.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation (support):</p> <p>Ask learners to only discuss two of the questions.</p>
	<p>Differentiation (stretch):</p> <ol style="list-style-type: none"> 1 Ask learners to think of one more question involving entertainment using ideas from Unit 9. 2 Then, combine pairs to make groups of four. 3 Ask learners to discuss their extra questions.

Coursebook Page 50	Writing: Activity 8 1 Draw learners’ attention to the rubric and the prompt questions. 2 Explain to learners that they need to write a short review about a movie that they have seen recently using the prompt questions. 3 Ask learners to complete the activity individually. CORE <u>Feedback</u> 1 Put learners in pairs. 2 Ask the pairs to exchange their texts. 3 Ask partners to peer review the texts, checking for language and spelling. 4 Then, ask learners to give any feedback to their partners. 5 Finally, ask learners to volunteer to read their reviews to the class. <u>Answers:</u> <i>Learners’ responses will vary.</i>			
	Resources	Plenary		
		Learners complete the Learner Self-Assessment.		
	Learning styles catered for (✓):			
	Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation	Learner self-assessment	Oral questioning	Peer assessment	
Quiz	Learner presentation	Written work and feedback	Verbal feedback	

ASP Literature Project	
LESSON PLAN	LESSON: Literature Project 7.1
Teacher:	Subject: English
Grade: 7	Project 7 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Use of vocabulary, punctuation and tense when trying to make the writing feel fast. Writing: Use new vocabulary in a paragraph to make the mood or tone of the writing fast and urgent.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Identify vocabulary that make the mood and tone of a fictional text fast and urgent. Identify methods used to make a fictional text fast and urgent. Implement learned methods by writing a short fictional paragraph that feels fast and urgent.
Link to prior learning: Reading strategies learned within the unit will aid this project. The idea of speed is also heavily linked to the unit. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. Reinforce creative thinking activities- such as brainstorming – to understand ideas and to enhance communication skills in English.	
Key vocabulary: vigorously, rushing, breathlessly, boisterous	
Watch Out: Learners may think that if something feels fast when read it is because it is read fast. It is important for learners to understand that it's the content and structure of the writing that makes it feel fast and that doing this is a literary device. Learners may think personification is just describing something in detail. Highlight that personification is using language to refer to something that is not human as if it is human.	
Resources/equipment needed: Coursebook page 59	
Literature Project 7 LESSON 1 TASKS/ACTIVITIES	
Resources	Starter
	1 Write the words <i>Around the World in 80 Days</i> in the board. Explain it is the title of a book. Ask learners what they think the book is about. Write their ideas on the board. 2 Explain the book is about a man who traveled around the world in 80 days. Ask learners if they think they could do that without using an airplane. 3 Learners should now write a list of what transport they could use on the board. 4 Learners should then rank each type of transport from fastest to slowest.
Resources	Main activity
Coursebook Page 59	Vocabulary: Activity 1 <ol style="list-style-type: none"> Direct learners to the Vocabulary box. Ask if they know any of the words. Read through the definitions as a class. Verbally say example sentences using the words. Direct learners to the example in Activity 1. Learners must complete each sentence. Explain that as long as it is grammatically correct, they can write anything. Learners can then check their answers in pairs and compare what each other has written. CORE Feedback Ask volunteers to write one of their completed sentences on the board. Make sure there is at least one of each. Go through each sentence and ask if it is correct. If it is, put a tick. If it's grammatically incorrect, correct as a class.

	<p>Answers: <i>Example answers:</i> 1 I closed the door vigorously. I opened the window vigorously. I kicked the football vigorously. 2 I sat down breathlessly because I was tired. I sat down breathlessly because I ran to school. I sat down breathlessly because I swam a mile. 3 I am rushing to the cinema. I am rushing to the mall. I am rushing to the hospital.</p>
	<p>Differentiation (support): Give an example sentence for each word on the board before learners create their own.</p>
	<p>Differentiation (stretch): Ask learners to use all three words in a short paragraph.</p>
Coursebook Page 59	<p>Reading: Activity 2 1 Direct learners to the questions in Activity 2. Give learners time to read them. 2 As a class, read the text about Passepartout trying to get to the train station on time. Learners should think about the questions in Activity 2 while reading. 3 Put learners into pairs. 4 Ask learners to read the text again and then discuss the questions in pairs. 5 Learners can check their answers in pairs.</p> <p>CORE Feedback Elicit feedback through context checking questions. Ask the first question and for a show of hands for fast / slow. Highlight that the text has a fast feel. Ask the second question. Learners should say yes, he was worried. Try to elicit why. Answers should include, because he had to get away from the men and he had to get to the train station on time.</p> <p>Answers: <i>Learners' responses will vary, but sample answers are:</i> 1 Yes, the text feels fast. 2 Yes, he had to get away from the men and get to the train station on time.</p>
	<p>Differentiation (support): 1 Ask learners to find the word <i>fast</i> in the text. Ask if this makes them think the text is fast or slow. 2 Ask if they were late to get a flight, would they be worried? Try to elicit that they might be.</p>
	<p>Differentiation (stretch): Ask learners to discuss the follow up questions <i>What makes the text feel fast?</i> and <i>Why was Passepartout worried?</i></p>
Coursebook Page 59	<p>Reading: Activity 3 1 Direct learners to the question in Activity 3. 2 Put learners into pairs. 3 Learners must underline words/phrases in the text that make it feel fast. 4 Pairs can work together. 5 Remind learners to use the Vocabulary box to help them.</p> <p>CORE Feedback Write <i>fast words and phrases</i> on the board. Put a circle around it. Elicit what learners underlined by asking individuals. Write them around the circle in a mind map. If any inappropriate words are suggested, explain why they don't necessarily add a fast feeling to the text. Add any extra words/phrases that were not said to the mind map.</p> <p>Answers: <i>Underlined words/phrases: soon, soon up on his feet, lost no time, vigorously, rushing, as fast as his legs could carry him, soon got away, rushed, breathlessly</i></p>

	Differentiation (support): Write the words/phrases from the answers section on the board and ask learners to find them in the text and underline them. Try to elicit what these words have in common (they are all related to being fast).		
	Differentiation (stretch): Learners should use the underlined words/phrase in short sentences. They should write them in their notes.		
Coursebook Page 59	Reading: Activity 4 1 Direct learners to the Writing Tip box. 2 Explain there are four common ways to write to make a text feel fast. 3 Read through the Writing Tip box as a class. 4 Learners must complete the table by adding notes that will answer the questions. Remind learners to use key vocabulary. 5 Direct learners to Activity 4 . Explain they must now write a short paragraph using methods to make if feel fast. Remind learners they can use the same or similar vocabulary from the text. 6 Each learner can then read their partners paragraph and decide if it feels fast or not. CORE Feedback Walk around the class and read learners’ paragraphs. Write any common mistakes on the board and correct them as a class. For any exceptional paragraphs, read it to the class and explain why it has a fast feel. Answers: <i>Learners’ own but all paragraphs must include “fast feeling” vocabulary from the text and ideally a continuous tense and commas rather than shorter sentences with full stops.</i>		
	Differentiation (support): 1 Allow learners to work in pairs to complete one paragraph. 2 Write a paragraph on the board as a class by eliciting ideas.		
	Differentiation (stretch): Complete a gallery walk. Learners must vote on the top three paragraphs.		
	Resources		
	Plenary		
	1 In groups of four, learners should discuss topics that a writer would want to feel fast. For example, a race, a bank robbery, an escape, etc. They must write one topic on a piece of paper under their team name and give it to the teacher. 2 Each group should then write their team name on another piece of paper. Under their team name, they should write one sentence with a fast feel for the topic they chose. For example, if they chose bank robbery, the sentence will read: With the bag of money in his hands, the man ran as fast as his legs could carry him. 3 Each group should take it in turns to say their sentence. The rest of the class must guess what the topic is. If someone guesses correctly, the teacher should hold up the corresponding piece of paper to show they are correct.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Literature Project

LESSON PLAN		LESSON: Literature Project 7.2	
Teacher:		Subject: English	
Grade: 7		Project 7	
Date:			
SKILLS AND UNDERSTANDING Learning objectives: Understand and identify the methods of personification in writing. Use personification in a descriptive paragraph.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Identify and recognize personification in short fictional texts.Identify objects that are being personified in short fictional texts.Use personification based on learned language from the lesson.	
Link to prior learning: Reading strategies learned within the unit will aid this project. The idea of speed is also heavily linked to the unit. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. Reinforce creative thinking activities- such as brainstorming – to understand ideas and to enhance communication skills in English.			
Key vocabulary: vigorously, rushing, breathlessly, boisterous, personification			
Watch Out: Learners may think that if something feels fast when read it is because it is read fast. It is important for learners to understand that it's the content and structure of the writing that makes it feel fast and that doing this is a literary device. Learners may think personification is just describing something in detail. Highlight that personification is using language to refer to something that is not human as if it is human.			
Resources/equipment needed: Coursebook pages 59–60			
Literature Project 7 LESSON 2 TASKS/ACTIVITIES			
Resources		Starter	
		<ol style="list-style-type: none">Ask learners to recall the title of the book from the previous lesson.If necessary, give clues.Ask learners if they remember the name of the character from the previous lesson.Volunteers should attempt to write his name on the board correctly. Other learners may help.The first learners to write Passepartout correctly, win.	
Resources		Main activity	
Coursebook Page 59		Reading: Activity 5 <ol style="list-style-type: none">Direct learners to the sentence in Activity 5.Put learners into pairs and ask them to discuss what is interesting about the sentence.Elicit their ideas on the board. Example ideas are: A car can't drink or A car should be "it" not "she."Write the word 'personification' on the board. Explain personification is making non-human things seem more human using language.Explain that in this case, the car is personified. It has been given a gender (she) and it is suggested it can drink (like a human). CORE Feedback Go through the learners' ideas on the board and explain that in literature, personification is a literary device for more creative sentence structures. Answers: <i>Learners' responses will vary, but must be related to why the sentence is interesting.</i>	

	<p>Differentiation (support): Read the sentence as a class and ask the questions: Can cars drink? Is a car a <i>she</i> or an <i>it</i>?</p>
	<p>Differentiation (stretch): Ask learners to discuss the question: Why would a writer want to personify something?'</p>
Coursebook Page 60	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1 Direct learners to the Vocabulary box. Ask if learners have ever heard or read the word <i>boisterous</i>. Read through the definition. Explain it is usually used to describe humans. 2 Direct learners to the three paragraphs. Read them together as a class. 3 Direct learners to Activity 6. Explain for each part of paragraph, they must write what is being personified. Remind them that paragraph 3 contains two objects that are personified. 4 Learners should read the text again and write down their answers. 5 Learners should then check their answers in pairs. <p>CORE Feedback Write the number 1 on the board. Ask a volunteer to say the answer. If it's correct, write it on the board. Repeat for number 2–3. Ask how learners know what is being personified in each paragraph. Write their ideas on the board.</p> <p>Answers: 1 the train 2 the moon 3 the ship, the sea</p>
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> 1 Read each paragraph as a class and ask what is personified for each paragraph using questions. For example, for paragraph one ask: Is the engineer being personified? (the answer is no) Then ask: Is the train being personified? (yes). 2 Write each answer on the board.
	<p>Differentiation (stretch): Ask learners to underline the words/phrases then help them understand what is being personified in each paragraph.</p>
Coursebook Page 60	<p>Reading: Activity 7</p> <ol style="list-style-type: none"> 1 Direct learners to the Writing Tip box. 2 Read is together as a class including the examples. 3 Direct learners to Activity 7. Explain they must now write their own examples in the table. They can use similar sentences as the examples in the Writing Tip box. 4 Learners should then read each other's example sentences. <p>CORE Feedback Walk around the class room and read learners' example sentences. Write any common mistakes on the board and correct them as a class. Write the best example sentence for each on the board for learners to reference.</p> <p>Answers: <i>Learners' responses will vary. Sample responses include:</i> Use a pronoun – The car revving her engine Use a verb – The sun was showing its face Use and adjective – the storm was angry</p>
	<p>Differentiation (support): Write the example answers on the board for learners to use as a reference.</p>
	<p>Differentiation (stretch): Learners should write several more examples in their notes. They should compete with their partner. The one to write the most, win.</p>

Coursebook Page 60	Writing: Activity 8 1 Direct learners to Activity 8 . 2 Explain they must use the personifying methods in the table in Activity 7 to help them write a paragraph. The paragraph should personify something. 3 Complete an example on the board for learners to reference. For example, 'The building towered over me. His lights were like eyes looking at me. It was hungry. I walked into its mouth. I went down the elevator into his belly.' 4 Learners should then read their partners paragraph and guess what is being personified. CORE Feedback Walk around the classroom and read learners' paragraphs. Write any common mistakes on the board and correct them as a class. Answers: <i>Learners' responses will vary, but all paragraphs personify something that is not human.</i>			
	Differentiation (support): Allow learners to work in pairs to complete one paragraph.			
	Differentiation (stretch): Complete a gallery walk. Learners must vote on the top three paragraphs.			
	Resources	Plenary		
		1 Write objects on the board. For example, a car, a tree, a building, a road, a mountain etc. 2 Ask volunteers to say a sentence that personifies one of the things on the board. 3 When a correct sentence is said, rub the word off the board. 4 Repeat until all the words have been rubbed off.		
Learning styles catered for (✓):				
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project	
LESSON PLAN	LESSON: STEAM Project 8.1
Teacher:	Subject: English
Grade: 7	Unit: 8 Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none"> Develop learners' ability to read for specific information. Develop learners' ability to write in note form. 	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Identify various animals' environments. Identify fastest and slowest animals in particular environments. Develop an understanding of the Olympic games.
Link to prior learning: Unit 8 21st Century Skills:	
Key vocabulary: Unit 8 Key expressions/structure: Not applicable	
Watch Out: Although the learners have met <i>cheetah</i> and <i>peregrine falcon</i> in previous, they will be unfamiliar with animals introduced here. The emphasis is on the speed of these animals but you may wish to show learners pictures of them. The unit of speed used in this lesson is miles per hour, but should make reference to kilometers per hour since that is the unit used in the UAE; miles per hour is used in the United States. You may wish to explain to learners that one mile equals roughly 1.6 kilometers. Use a conversion chart while discussing speed during the lesson.	
Resources/equipment needed: Coursebook page 61	
STEAM PROJECT 8 LESSON 1 TASKS/ACTIVITIES	
Resources	Starter
	<ol style="list-style-type: none"> Draw a KWL chart (<i>Know, Want to Know, Learned</i>) on the board. Provide each learner with 3 post-it notes and ask them to 'write what they know' on one post-it note, 'what they want to know' one post-it note and 'what they learnt' on one post-it note about the <i>Speed Unit</i>. Ask learners to come to the board and stick their notes in the correct column. If time allows pick a few notes and discuss with class.
Resources	Main activity
Coursebook Page 61	Getting started: Activity 1 <ol style="list-style-type: none"> Refer learners to the three images in the Coursebook. Elicit what is happening in each picture. Ask learners what they think the common factors in all three images are (race, competition, speed, winners). CORE Feedback Whole class discussion. Elicit from learners if they know of other competitions. Answers: <i>Learners' responses will vary.</i>
	Getting started: Activity 2 <ol style="list-style-type: none"> Write the word <i>FAST</i> on the board. Elicit from learners some synonyms of the word. Learners complete activity. Remind learners that they can look through the unit to identify some words. CORE Feedback Draw the brainstorm on the board and invite learners to write some of their answers. Answers: <i>Learners' responses will vary, but possible answers include: fast, quick, competition, race, distance, time, slow.</i>

Coursebook Page 61	<p>Getting started: Activity 3</p> <ol style="list-style-type: none">1 Write the following animals on the board: cheetah, dwarf seahorse, and peregrine falcon.2 Elicit from learners where you would find these animals. (cheetah-land, dwarf seahorse-sea, peregrine falcon-air)3 Elicit from learners what other animals they know from those environments.4 Ask learners what mph means (miles per hour). Then, ask students what km/h (kilometers per hour) means. Discuss conversion of the two measurements.5 Refer learners to the Did You Know? box. Elicit learners understanding of the formula.6 Write the following scenarios on the board: <i>Jamal travelled 100 miles in 1 hour. What speed did he travel?</i> <i>Alia ran 62 miles in one hour. What speed did she run?</i>7 Learners complete activity individually. <p>CORE</p> <p>Feedback</p> <p>Have learners check each other's answers. Draw the table on the board. Invite learners to complete the table with their answers.</p> <p>Answers:</p> <table><tr><th>Animal type</th><th>Fastest</th><th>Slowest</th><th>Difference in speed</th></tr><tr><td>Sea</td><td>sailfish</td><td>dwarf seahorse</td><td>108.99 km/h</td></tr><tr><td>Land</td><td>cheetah</td><td>three-toed sloth</td><td>119.996 km/h</td></tr><tr><td>Air</td><td>peregrine falcon</td><td>woodcock</td><td>312 km/h</td></tr></table>	Animal type	Fastest	Slowest	Difference in speed	Sea	sailfish	dwarf seahorse	108.99 km/h	Land	cheetah	three-toed sloth	119.996 km/h	Air	peregrine falcon	woodcock	312 km/h
Animal type	Fastest	Slowest	Difference in speed														
Sea	sailfish	dwarf seahorse	108.99 km/h														
Land	cheetah	three-toed sloth	119.996 km/h														
Air	peregrine falcon	woodcock	312 km/h														
Coursebook Page 61	<p>Getting started: Activity 4</p> <ol style="list-style-type: none">1 Refer learners to the image.2 Elicit what the image shows and if learners are aware of the Olympic games.3 Ask learners if they have ever watched any of the competitions.4 Elicit some sports that they may see at the games.5 Learners read the text to identify what the colors in the flag mean and represent. <p>CORE</p> <p>Feedback</p> <p>Conduct a discussion around the Olympics and sports competitions. Write some of the sports learners suggest on the board.</p> <p>Answer:</p> <p><i>The colors blue, yellow, black, green, red and white represent the five continents where humans live. The colors of the ring and the white background were chosen because those colors are used in every flag of the world.</i></p>																
Resources	<p>Plenary</p> <ol style="list-style-type: none">1 Write the following on the board in a table. <table><tr><th>A</th><th>B</th></tr><tr><td>7,200 km/h</td><td>Human</td></tr><tr><td>435 km/h</td><td>Boat</td></tr><tr><td>511 km/h</td><td>Airplane</td></tr><tr><td>44.72 km/h</td><td>Car</td></tr></table> <ol style="list-style-type: none">2 Ask learners to match column A with column B.3 Ask learners if they know any of the names of column B. <p>(these are true at time of writing)</p> <p>Hennessey Venom GT – Car</p> <p>North American X-15– Airplane</p> <p>Spirit of Australia – Speed boat</p> <p>Usain Bolt – Person</p>	A	B	7,200 km/h	Human	435 km/h	Boat	511 km/h	Airplane	44.72 km/h	Car						
A	B																
7,200 km/h	Human																
435 km/h	Boat																
511 km/h	Airplane																
44.72 km/h	Car																

Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project

LESSON PLAN		LESSON: STEAM Project 8.2	
Teacher:		Subject: English	
Grade: 7		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">Develop learners’ ability to apply their reading, listening, writing and speaking skills to work collaboratively to reproduce a text.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Use the skills of reading, listening, writing and speaking to reproduce a text giving information on what the following lessons will cover.Work effectively in a group.	
Link to prior learning: Unit 8 21st Century Skills:			
Key vocabulary: Unit 8 Key expressions/structure: n/a			
Watch Out: Learners may be unfamiliar with the concept of a Mind Olympics. Demonstrate where possible. Running dictations is ideal for practicing all four skills. However, it needs to be set up carefully and learners need to understand exactly what is expected of them. Ask plenty of instruction check questions.			
Resources/equipment needed: Coursebook page 62 Speakers Notepaper Copies of PCM 3.8 (see instructions for Activity 6, Part 1)			
STEAM PROJECT 8 LESSON 2 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write the following on the board: <i>Olympics Games</i> . 2 Explain to learners that there are Summer Olympics and Winter Olympics. 3 Invite learners to come to the board to write some of the sports they think will be played in the Olympics Games.	
Resources		Main activity	
Coursebook page 62		Preparation: Activity 5 1 Write the following on the board: <i>board games</i> . Elicit what they are and any examples. 2 Try to elicit <i>chess, dominoes, scrabble</i> . Ask learners if they know what these are (board games) and if they know how to play them. 3 Learners look at the activities in Activity 5 . Explain that these are part of an international competition held every 4 years. 4 Go through each activity and make sure learners understand what they are. Give examples or demonstrate if necessary. 5 In groups, learners discuss what the name of this competition could be. CORE Feedback Elicit suggestions from groups and write on board. Answer: <i>Mind Olympics (this is the official title, but accept similar suggestions)</i>	

Coursebook page 62 PCM 3.8	Preparation: Activity 6 (Part 1)		
	1 Cut up the following text and put the different parts on the walls around the classroom.		
	<div>In your groups, you will take some mind tests to find out what each person in the group is best at.</div>		
	<div>The quizzes will test your skills in mental math, spelling, reading, writing, listening and speaking.</div>		
	<div>In the next lesson, you will be tested and have a chance to practice your skills for the big competition at the end.</div>		
	<div>You can earn points for your team. The team with the most points wins the Mind Olympic Games.</div>		
	2 Allocate the students into groups (about five per group). Please note that these groups will remain the same for the rest of the project. You may want to consider mixed abilities when forming the groups.		
	3 Explain to learners that they will be doing a running dictation. Ask each group to elect one learner who will do the writing. The procedure is as follows:		
	<ul style="list-style-type: none">• The learners (runners) take it in turns to run to a text around the room. It doesn't matter in which order they do this but they do need to go to each text.• They must read and memorize what is written.• They return to the writer and dictate what was written. It must be word for word including correct spelling, capitalization and punctuation.• If they can't remember then the runner needs to return to the text.• The learners who aren't running may help the writer with spelling or another skill.• Once the group has all the texts, they need to put them into a logical order.• The winning group is the group which finishes first with an exact reproduction of the text and in the correct order.		
	4 It is important that all the learners understand what they are doing. Ask plenty of instruction check questions e.g. <i>What do you have to do? Who is the winner? What do the learners who aren't runners do?</i>		
CORE			
Feedback			
Elicit from learners what language skills they practiced during this activity (speaking, listening, reading, writing)			
Answers:			
See text above			
Coursebook page 62	Preparation: Activity 6 (Part 2)		
	1 Without looking at the text, learners explain what the text was about (Information about the remaining two lessons of the project).		
	2 Ask learners to paraphrase the text.		
	3 Learners write 1–2 sentences summarizing the text.		
	DESIRABLE		
Feedback			
Have some learners come to the board to write their sentences. Encourage peer correction wherever necessary.			
Answers:			
Learners' responses will vary.			
Resources	Plenary		
	Brainstorm resources that learners will need for the next lesson: <i>stopwatch, paper, pens, scoreboard.</i>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project

LESSON PLAN		LESSON: STEAM Project 8.3	
Teacher:		Subject: English	
Grade: 7		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">Develop learners' ability to work effectively in a team by taking responsibility.Develop learners' skills in practicing and revising reading, writing, listening and speaking.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Create a quiz testing all skills learned and practiced throughout the project.Identify key strengths from the unit.Work effectively with a team.	
Link to prior learning: Unit 8 21st Century Skills:			
Key vocabulary: Unit 8 Key expressions/structure: n/a			
Watch Out: This lesson relies heavily on the learners' levels of responsibility, accuracy, honesty and working in a team effectively. It's important that learners are monitored at each stage so that the lesson meets its objectives smoothly. Provide support where necessary to ensure all learners are feeling motivated and confident for the final competition.			
Resources/equipment needed: Coursebook page 62 Paper Stopwatch			
STEAM PROJECT 8 LESSON 3 TASKS/ACTIVITIES			
Resources	Starter		
	Write <i>Mind Olympics</i> on the board. Ask learners to come to the board and write some words about <i>Mind Olympics</i> , creating a mind map.		
Resources	Main activity		
	Preparation: Activity 7 <ol style="list-style-type: none">On the board, draw a table with six columns. In each column, write one of the following headings: <i>math, spelling, reading, writing, listening, and speaking</i>.Elicit from learners what kind of activities they have done in the unit under each heading.Write some of their answers in the table.Refer learners back to the idea of <i>Mind Olympics</i>. Ask learners what kind of skills/qualities they would need to have for each of the tested skills (<i>listen for detail, skim read, memory skills, pronunciation, mental math, strong grammar skills</i>).Explain to learners that each quiz should not take longer than 2 minutes.Write the following ideas in the table that show quick quizzes that test each of the skills; Listening: Pictionary; Speaking: how quickly you can say something backwards; Writing: rewriting an incorrectly punctuated text; Reading: read a text and answer questions; Math: mental math questions; Spelling: anagrams of words.Explain to learners that the actual competition will be testing them on the activities you just wrote on the board.Explain to learners that they will now create a quiz for another group using the activities above (8) and should think of questions, sentences and reading texts from the previous unit <i>Stories</i>.Explain to learners the purpose of the quiz they are creating for each other is for each group to find out the strengths of their team members which will then help them to decide who will take part in which activity of the competition for the final.		

	<p>10 Explain the parameters of the questions they are to create in the practice quiz:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Reading = No more than five questions (short text from <i>Stories</i> unit). Writing = No more than two sentences. Listening = 3–4 clues describing the object/thing/person. Speaking = something they are familiar with, for example their name/name of school. Math = No more than five questions, should be mental math questions. Spelling = no more than five words.</p> </div> <p>11 Learners complete activity. 12 Remind learners to have the answers for each of the questions on a separate piece of paper which they need to give to you before the practice quiz.</p> <p>CORE Feedback Monitor each group by walking around the class ensuring that they are on track with the task and understand what they need to do. Check each group's questions and edit where necessary to ensure that the questions are answerable and are not too difficult or put any group at a disadvantage.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
	<p>Practice: Activity 8</p> <ol style="list-style-type: none"> 1 Explain the rules to learners and direct a quick discussion in order to assess learners' strengths and weaknesses. The learner who believes they are the weakest at the given skills will be the one to time the others to take the quiz in that skill. For example, if learner 'A' identifies him/herself as being weak at Math, they will be the one to time their team mates on the math questions. This person will also be the one to read out the quiz question if applicable. 2 Elicit from learners what activities they think will need to use a stopwatch to measure the time (speaking). 3 Explain to learners for the activities that do not require a stopwatch, the person who is hosting that activity must be vigilant and make notes on who finished first etc. 4 Take all the hand-written quizzes from the learners and distribute them around so that each group doesn't have their own quiz. 5 Tell learners to have a discussion and organize who is going to time which activity. 6 Elicit from learners what they need to do. Ask them to repeat back the rules. 7 Give each learner a piece of paper. Ask them to put their name at the top and divide the sheet into six boxes. In each box, they write the headings; reading, writing, listening, speaking, spelling, math. Tell learners to put a cross in the box for the one that they will be sitting out of and hosting the question for. 8 Learners take the practice quiz. <p>CORE Feedback Monitor by walking around.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook page 62	<p>Practice: Activity 9</p> <ol style="list-style-type: none"> 1 Distribute the relevant answer sheets to all the groups. 2 Explain to learners that they now need to mark all the answers of each group member. They can do their own or shuffle them around so that they are marking their team members. 3 Tell learners that once they have done marking they need to see who got the answer right for each activity and who got them right first. They should use the notes that they each made during the hosting of each activity. 4 Learners input the details into the table. <p>CORE Feedback Monitor by walking around to each group and helping where necessary.</p> <p>Answers: <i>Learners' responses will vary.</i></p>

	Planning: Activity 10 1 Ask learners to look at their tables and identify who was the best at each task. 2 Elicit from learners if they feel the results are true to their strengths. 3 Ask learners to have a discussion to decide who will take part in which activity in the final competition. 4 Learners complete activity. CORE Feedback Conduct a class discussion on the results of their practice quiz and whether they feel they know what their strengths and areas of improvements are. Answers: <i>Learners' responses will vary.</i>		
Resources	Plenary		
	Have learners brainstorm some ideas for their team name.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project			
LESSON PLAN		LESSON: STEAM Project 8.4	
Teacher:		Subject: English	
Grade: 7		Unit: 8	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">Develop learners’ ability in all four skills -reading, writing, speaking and listening.Develop learners’ ability to work effectively as a class.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Participate and reflect on a competition.Identify learned skills and strategies from participating in a competition.	
Link to prior learning: Unit 8			
21st Century Skills:			
Key vocabulary: Unit 8			
Key expressions/structure: n/a			
Watch Out: <p>If you are unable to print out the quiz questions, if possible write out the reading text prior to the class coming into the classroom and cover it up with paper or material. Competitions can get loud and noisy, remind learners to be quiet when contestants are taking the quiz.</p>			
Resources/equipment needed: <p>Coursebook page 62</p> <p>Stopwatch</p> <p>Scoreboard</p> <p>Envelopes</p> <p>Flashcards</p>			
STEAM PROJECT 8 LESSON 4 TASKS/ACTIVITIES			
Resources		Starter	
		<div>1 Use this time to set up the room.</div> <div>2 Ask learners to bring five tables to the front of the classroom and line them up in a row.</div>	

Resources	Main activity
	<p>Task: Activity 11</p> <ol style="list-style-type: none"> 1 Draw a table on the board with seven columns and X number of rows (according to the number of groups). 2 Elicit from learners what their team names are and write them in the first column. 3 Give learners a sheet of paper and tell them to write their group name at the top. Ask them to divide the sheet into six and write a heading of each skill in each box. 4 Explain to learners that they will all write their answers on the one sheet for their group. 5 Ask the first group of learners who will take part in the reading activity to take a seat at one of the desks at the front and to bring their answer sheets. 6 Explain that they are going to read the text and answer the questions with T (true) or F (false). 7 Explain that you will be taking note of the order of when each contestant finishes. 8 Distribute the reading text and questions or reveal the text that you have written on the board. Tell learners to start. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A hummingbird's brain is 4.2% of their body weight. Some hummingbird's wings flap or move up and down, 70 times per second. Some are faster. Their wings flap 200 times per second. Hummingbirds can fly forwards, backwards, and even upside down. They need a lot of food. Hummingbirds need to eat 2 – 3 times their body weight every day. Hummingbirds use so much energy when they fly that they need to eat every 10 minutes.</p> <ol style="list-style-type: none"> 1 A brain of a hummingbird is 4% their body weight. 2 Their wings flap 200 times per minute. 3 They can fly upside down. 4 They need to eat 3–4 times their body weight. 5 They eat often, every 10 minutes. </div> <ol style="list-style-type: none"> 9 Ask the learners to go back to their groups. 10 Ask the next group of learners who will be taking part in the writing activity to take a seat at one of the desks at the front. 11 Explain that in this activity learners are to correctly punctuate two incorrectly punctuated sentences. 12 Explain that you will be taking note of the order of when each contestant finishes. 13 Distribute the sentences or write the incorrectly punctuated sentences on the board. Tell learners to start. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>the best place to visit, in the uae is dubai. because there are so many different Things to see. and to do. I love watching the Fountains dance outside, the burj khalifa.</i></p> </div> <ol style="list-style-type: none"> 14 Ask the learners to go back to their groups. 15 Ask the next group of learners who will be taking part in the listening activity to take a seat at one of the desks at the front. 16 Explain that in this activity you will give learners clues and after they have heard them all they need to draw what they think you are describing. Tell them that you will only say the clues once so they need to listen carefully. 17 Explain that they can only draw or write their answer and shouldn't shout it out. 18 Read the clues out <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You can see me in the sky I am bright I am big, but you only see me small I am burning</p> </div> <ol style="list-style-type: none"> 18 Ask the learners to go back to their groups. 20 Ask the next group of learners who will be taking part in the speaking activity to take a seat at one of the desks at the front. 21 Explain to learners that in this activity they will be doing it individually and will be timed using a stopwatch. 22 Tell learners that you will give them 1 minute to practice saying the alphabet backwards. After one minute, all contestants must be quiet when each person is being timed saying the alphabet backwards. 23 Time the learners and make a note of their time without revealing the results. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>ZYXWVUTSRQPONMLKJIHGFEDCBA</p> </div> <ol style="list-style-type: none"> 24 Ask the learners to go back to their groups. 25 Ask the next group of learners who will be taking part in the math activity to take a seat at one of the desks at the front. 26 Explain to learners that the next activity is going to test their mental math skills.

27 Explain that you will be taking note of the order of when each contestant finishes.

28 Distribute the questions or write them on the board.

- 1 $2017 + 2021 =$
- 2 $197 - 56 =$
- 3 $70 \times 5 =$
- 4 63 divided by 9 =

29 Ask the learners to go back to their groups.

30 Ask the next group of learners who will be taking part in the spelling activity to take a seat at one of the desks at the front.

31 Explain to learners that this activity is the last one.

32 Tell learners that you are going to give them each an envelope, inside the envelope there will be five flashcards and these are words from the unit where the letters have been mixed around.

33 Explain that you will be taking note of the order of when each contestant finishes.

34 Learners are to look at the letters and spell out the correct word.

35 Distribute the envelopes with the anagrams inside.

- 1 negsid
- 2 cokert
- 3 gehwit
- 4 douran
- 5 raveage

36 Collect all the answer papers.

37 Explain to learners that they are going to mark each other's answer papers. There are 18 points available all together. (Reading=5, Writing=2, Listening=1, Speaking=1 Math= 4, Spelling=5)

38 Distribute the answer sheets making sure that each group has a different one from their own.

CORE

Feedback

Write the scores on the board for each activity and work out the total. Using your notes on the order of who finished the activity put numbers in the activity box. (1st, 2nd, 3rd, 4th, 5th). Elicit from learners which team got both speed and accuracy for each activity. Elicit from learners which team has the most correct answers in the fastest time.

Elicit who the winning team are. Praise the winners and everyone for taking part.

Answers:

Reading:

- | | |
|---|----------|
| 1 A brain of a hummingbird is 4% their body weight. | F |
| 2 Their wings flap 200 times per minute. | F |
| 3 They can fly upside down. | T |
| 4 They need to eat 3–4 times their body weight. | F |
| 5 They eat often, every 10 minutes. | T |

Writing:

The best place to visit in the UAE is Dubai because there are so many different things to do.
I love watching the fountain dance outside the Burj Kalifa.

Listening:

Star

Speaking:

ZYXWVUTSRQPONMLKJIHGFEDCBA

Math:

- 1 4038
- 2 141
- 3 350
- 4 7

Spelling:

- design
- rocket
- weight
- around
- average

Coursebook page 62	Review: Activity 12 1 Elicit from learners what they enjoyed about the competition. 2 Write the following on the board: <i>more haste, less speed</i> . 3 Elicit from learners what they think this means. 4 Explain to learners that sometimes if you try to do things too quickly, it will take you longer in the end. Although in a competition like the <i>Mind Olympics</i> speed is important, accuracy is just as important. 5 Learners complete activity. CORE Feedback Invite learners to share their sentences about what they learned from the <i>Mind Olympics</i> competition. Answers: <i>Learners' responses will vary.</i>		
	Resources		
	Plenary		
	Using thumb up and thumb down ask learners if they enjoyed the project. Ask learners if they would take part in a competition of the minds again.		
	Learning styles catered for (✓):		
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Science

LESSON PLAN		LESSON: ASP Science 3A	
Teacher:		Subject: English	
Grade: 6		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners’ ability to read for specific information when reading short texts and diagrams. Develop learners’ ability to identify diagrams using informative texts related to them.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Identify specific information from informative texts about plate tectonics.Label diagrams correctly using information from informative texts.Answer questions based on the information within texts related to plate tectonics.	
Link to prior learning: Vocabulary from previously taught science lessons will aid this lessons vocabulary learning. The reading skills previously learned in the English section will aid learners with this lesson’s activities. 21st Century Skills: Reinforce learners to access and evaluate information effectively and critically in English.			
Key vocabulary: surface, crust, mantle, boundary, tectonic plate, plate tectonics, lithosphere, asthenosphere, divergent boundary, convergent boundary, subduction, transform boundary.			
Watch Out: Learners may focus on trying to understand the concepts of the science content. Explain that this lesson is about understanding the vocabulary and the concepts will be taught in the science lessons. Due to the high level and amount of vocabulary within the lesson, it is beneficial to write the useful words on the board in categories. Each category related to an activity. This will help learners focus on the correct vocabulary for each activity.			
Resources/equipment needed: Coursebook pages 71–72			
SCIENCE LESSON 3A TASKS/ACTIVITIES			
Resources		Starter	
Coursebook Page 71		1 Direct learners to the image of the Earth separated into tectonic plates. Explain to learners that each piece is a different tectonic plate and each one can move. Write tectonic plate on the board. 2 Give learners an example of boats tied together on water. Ask: Can the boats move on their own? The answer should be yes because they are on water. Next, ask students: May the boats sometimes touch each other, sometimes move away and sometimes move past each other? The answer should also be yes, for boats are able to move a lot due to the water movement below them. Explain that tectonic plates are like boats, but on a much bigger scale.	
Resources		Main activity	
Coursebook Page 71		Reading: Activity 1 1 Direct learners to the vocabulary box. Read it together as a class. 2 Direct learners to the questions in Activity 1 . 3 Explain they must read the statements and decide if they are true or false. 4 Remind learners to use to vocabulary box to find the answer. 5 Explain that for each false statement they must write the correct statement underneath. 6 Learners can then check their answers in pairs. Feedback: Split the class into two teams. Write the numbers 1–5 in the board in two separate columns. Explain that volunteers from each team must write either T or F next to each number depending on whether they think the statement is true or false. The team to finish first with the correct answers win. Correct any mistakes as a class. For each false statement, volunteers from each team must now write the corrected statement on the board next to the correct number. The first team to finish with the correct answers will win. Correct any mistakes as a class by highlighting where the answer can be found in the text.	

	<p>Answers:</p> <ol style="list-style-type: none"> 1 T 2 F – The part of the Earth between the crust and the middle of the Earth is called the mantle. 3 T 4 F – Tectonic plates can move. 5 T
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> 1 For each statement write the word from the Vocabulary box it relates to on the board next to the statement number. Explain to learners that reading the definition of the word related to the statement will help them find the answer. 2 Allow learners to work in pairs and divide the statements between them.
	<p>Differentiation (stretch):</p> <p>Ask learners to write each of the words from the Vocabulary box in a sentence in their notes.</p>
Coursebook Page 71	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Direct learners to the text in Activity 2. Read it together as a class. 2 Explain that the diagram in the text is missing two labels and learners must read the text to find the correct word to use for each label. 3 Explain that the labels will be the words in bold from the text. 4 Give learners time to label the diagram and then check their answers in pairs. <p>CORE</p> <p>Feedback:</p> <ol style="list-style-type: none"> 1 Ask learners how they labelled number 1. 2 Ask for a show of hands for each word. Write the word on the board that the majority raised their hands for. 3 Do the same for label number 2. If the answers are correct, put a tick next to both words. If either answer is incorrect, go back to the text and read it as a class. 4 Highlight phrases like <i>on top of</i> and 'below' to help learners understand where each label should be placed. <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>lithosphere</i> 2 <i>asthenosphere</i>
	<p>Differentiation (support):</p> <p>Label the diagram as a class rather than individually.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to label other parts for the diagram including the crust, mountains/volcano, ocean and land.</p>
Coursebook Page 72	<p>Reading: Activity 3:</p> <ol style="list-style-type: none"> 1 Direct learners to the boxes of text related to different boundary types. 2 Read them together as a class. 3 Explain to learners they must use the information within the texts to label each diagram with the correct heading. 4 Explain to learners they should focus on the direction of the arrows in each diagram. 5 Give learners time to write the correct heading and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> 1 Point to the first diagram in the Coursebook. 2 Try to elicit an answer from the learners. 3 If the correct answer is said, nod as if to say yes and write it on the board next to the number 1. If the incorrect answer is said, shake your head to say no and continue until the correct answer has been said. 4 Repeat for diagrams 2 and 3. <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>divergent boundary</i> 2 <i>convergent boundary</i> 3 <i>transform boundary</i>

	Differentiation (support): Ask learners to work in groups of three. Each should read one box of text and label the correct diagram with the heading. The students can their share their answer with the other members in their group.			
	Differentiation (stretch): Ask learners to turn to their note pages and try to write each boundary type from memory using the correct spelling.			
Coursebook Page 72	Reading: Activity 4 1 Put learners into groups of three and ask them to think of a team name. 2 Direct learners to the questions in Activity 4 . 3 Explain they must read each question as a group and decide which answer is correct. If any members disagree, the majority vote is the one that should be circled. 4 Each team should then write their answers on the board under their team name. 5 The teacher should them mark each teams’ answers. Any team with all correct answers, win. Any with one mistake is second place, etc. CORE Feedback Ask learners where in the text they found the answers. Try to elicit why the other options are incorrect. Answers: 1 c. in the ocean 2 b. subduction 3 a. convergent 4 b. transform 5 c. divergent			
	Differentiation (support): Go through each of the questions as a class and highlight which box of text it relates to. Read the box of text as a class and try to elicit the answer.			
	Differentiation (stretch): Ask each team of three to write one more question (with three possible answers) for another team to answer.			
	Coursebook Page 72	Speaking: Activity 5 1 Ask learners to work in pairs. 2 Explain they must choose one boundary type. 3 They must draw a diagram of their boundary type and include as many labels as possible. 4 They should then explain their diagram to another pair. DESIRABLE Feedback Walk around the class and look at learner’s diagrams. Make sure they are labelled correctly. Write any common mistakes on the board and correct them as a class. Answers: <i>Learners’ responses will vary, but labels about include the boundary type, lithosphere, asthenosphere, crust, surface, and mountain if applicable.</i>		
Resources				
Plenary				
1 Choose a vocabulary word and write lines on the board for each letter of the word. 2 Ask learners to say letters. If any of the letters are in the word they must be written on the correct line. 3 Continue until the word is complete or the word has been guessed correctly. 4 Repeat for other vocabulary words. 5 Learners can be the ones leading the task.				
Learning styles catered for (✓):				
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

LESSON PLAN		LESSON: ASP Science 3B
Teacher:		Subject: English
Grade: 7		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To introduce learners to vocabulary used in science assessments. Speaking: To develop learners' ability to use scientific vocabulary correctly when speaking.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the meaning of scientific assessment guiding words. • Practice the use of these scientific assessment guiding words through speaking. • understand what a hypothesis is and be able to create when guided by a question.
Link to prior learning: The concepts of some vocabulary have been introduced in previous project lessons.		
21st Century Skills: Reinforce learners to access and evaluate information effectively and critically in English.		
Key vocabulary: classify, compare, contrast, solve, hypothesis		
Watch Out: Learners may confuse the words contrast and compare due to their similarities. Highlight the difference between them. Comparing is similarities and differences, contrasting is limited to differences.		
Resources/equipment needed: Coursebook page 73-74 Board		
TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 73	<ol style="list-style-type: none"> 1. Divide the class into two teams. 2. Give each team a board marker and ask them to write as many science related words on the board they can think of. (Alternatively, teams can write on paper to avoid teams copying each other.) 3. The team with the most words wins. <p>The game can be taken a level further by considering spelling and pronunciation.</p>	
Resources	Main activity	

Coursebook Page 73	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to box of words in Activity 1. 2. Ask learners whether they know any of the words in the box. 3. Write their ideas on the board. 4. Direct learners to the text. Explain they must find out if their ideas were correct by reading the text and underlining the words from the box. 5. Ask learners to give their ideas (about the words in the box) again. Write them on the board and correct any mistakes as a class. <p>CORE</p> <p><u>Feedback:</u></p> <p>Split the class into three groups. Ask each group to close their books and write a short definition of one of the words (each group should have a different word). A volunteer should then write their definition on the board. Correct any mistakes as a class.</p> <p>Answers:</p> <p><i>Underlined words should be classify, compare and contrast.</i></p>
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> 1. While reading the text as a class, highlight specific points and ask learners to underline them.
	<p>Differentiation (stretch):</p> <ol style="list-style-type: none"> 1. Each learner writes a definition of each word. 2. Learners check their definitions with their partners'.
Coursebook page 73	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners to the first bullet point in Activity 2. Explain they must discuss in pairs how they can classify the words in the box. Remind learners of the definition of classify. 2. Direct learners to the tip box before they start their discussion. 3. Remind learners to use their note pages to write lists and categories. 4. Direct learners to the second bullet point. Explain they will now compare two animals. Learners discuss the similarities and differences between the two animals and make notes in their note pages. 5. Direct learners to the final bullet point. Learners must now discuss the contrast between the desert and a city. Remind learners they must now only look for the differences. Direct learners to the Language Tip box to help them with their discussion. <p>CORE</p> <p><u>Feedback:</u></p> <p>Walk around the class and listen to learners' discussions. Write any common mistakes on the board and correct as a class.</p> <p>Ask learners what classifications they discussed for bullet point one. Write them on the board. Try to get as many as possible.</p>

	<p>Write similarities and differences on the board as two separate headings. Ask each pair in turn to add a similarity or difference between the two animals. Add any extra that may be missing.</p> <p>Ask volunteers to list the contrasts between the desert and a city. Discuss them as a class.</p> <p>Answers:</p> <ul style="list-style-type: none"> • <i>Words can be categorized into actions, objects, animals, flora, fauna, transport. They can be listed by speed and size.</i> • <i>Similarities can include – four legs, both animals, both live in Africa, both have tails. Differences can include - Only lions have hair, only elephants have trunks, elephants have big ears, they are different sizes, different colors, they make a different noise.</i> • <i>Contrasts can include – a city has more buildings, traffic, people, noise, facilities, roads etc. A desert has more sand, more nature, less people, cars, buildings, noise etc.</i>
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> 1. Learners work in groups of four as opposed to pairs. Alternatively, each bullet point task is discussed as a class.
	<p>Differentiation (stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other things they can compare and contrast. They must discuss the similarities and differences of the things they think of.
Coursebook page 74	<p>Reading: Activity 3:</p> <ol style="list-style-type: none"> 1. Direct learners to the vocabulary box and to the word 'solve'. Read the definition as a class and give examples on the board. 2. Direct learners to the text titled 'What is a hypothesis?'. Ask learners if they have any current knowledge of what a hypothesis is. Write their ideas on the board. 3. Learners now read the text to see if their ideas were correct. 4. Direct learners to the question after the text. Explain they must form and write a hypothesis using related to the question. 5. Learners then check their hypotheses in pairs. <p>CORE</p> <p>Feedback:</p> <p>Ask a volunteer to write their hypothesis on the board. Ask learners if they agree with it. Ask for other volunteers to say their hypotheses as a comparison.</p> <p>Answers:</p> <p><i>Example hypotheses – My classmates sleep an average of 8 hours each day. Classmates sleep 10 hours a day on average.</i></p>
	<p>Differentiation (support):</p>

	<ol style="list-style-type: none">1. Read the text as a class and write the main ideas on the board.2. Write extra questions with their related hypothesis on the board for learners to reference.		
	Differentiation (stretch): <ol style="list-style-type: none">1. Learners come up with their own questions and related hypothesis.		
Coursebook page 74	Speaking: Activity 4 <ol style="list-style-type: none">1. Direct learners to Activity 4. Explain they must now find out if their hypothesis is true or false. To this this must ask their classmates how many hours they sleep per day.2. Learners then discuss their results with their partner.		
	DESIRABLE		
	Feedback: Ask volunteers to present their findings to the class and state whether their hypothesis was correct.		
	Answers: <i>Learners' own but discussions should be related to their results and their relation to the hypothesis.</i>		
Resources	Plenary		
	<ol style="list-style-type: none">1. Write the lessons key vocabulary on the board.2. Ask a volunteer to describe one of the words without saying it. Other learners must say the word that is being described.3. This word then gets removed from the board.4. Repeat until each word has been described.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Learner self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Quiz ✓	Learner presentation ✓	Written work and feedback ✓	Verbal feedback ✓

ASP Math

LESSON PLAN		LESSON: Math 3A
Teacher:		Subject:
Grade: 7		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to read for specific information when reading an informative text about statistics. Vocabulary: Develop learners' ability to understand and recall the meaning of key vocabulary words.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Identify the correct vocabulary to complete sentences in a paragraph. Answer questions using simple answers based on an informative text. Identify and be able to say the definition of new vocabulary.
Link to prior learning: Mathematical terminology used in the previous math lessons will be useful in this one. The reading and speaking skills previously learned in the English section will aid learners with this lesson's activities. 21st Century Skills: Reinforce learner to access and evaluate information effectively and critically in English.		
Key vocabulary: statistics, data, probability, sample, biased sample, unbiased sample, population, random sample, simple random sample, stratified random sample, systematic random sample		
Watch Out: Learners may struggle with the pronunciation of <i>biased</i> . Make sure its pronunciation is practiced with the stress on the first syllable (<i>bi</i> -ased).		
Resources/equipment needed: Coursebook pages 83-84		
MATH LESSON 3A TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 83	1 Ask learners if they want to start their own business. Write their business ideas on the board. 2 Now ask: How do you know if these ideas will work? How do you know people will buy your product or service? 3 Direct learners to the questions at the top of the page and give them a minute to discuss them in pairs. 4 Ask for a show of hands for the second questions. Write the number on the board of how many learners like to go to the cinema. 5 Explain that people need information like this to try to predict what may happen in the future.	
Resources	Main activity	
Coursebook Page 83	Reading: Activity 1 1 Direct learners to the Vocabulary box. Give them time to read it in pairs. Ask if they already know any of the words. If they do, write their ideas on the board. For the other words, try to give learners more examples to help them understand the meaning. 2 Now direct learners to the first part of the blog text titled "My Business Idea". Give them one minute to read. 3 Ask learners: What is the blog about? Try to elicit that Khalid wants to start an ice-cream business. 4 Direct learners to the box of words in Activity 1 . Explain these words must be used to fill in the blanks in the paragraph. Give learners three minutes to complete the task. 5 Learners can then check their answers in pairs. CORE Feedback Read the paragraph out loud to the class. When there's a blank, wait for learners to give the answer. If an incorrect word is given, direct learners to try again. Repeat until all the words have been said in the correct place. Answers: 1 statistics 2 data 3 sample 4 population 5 probability	

	<p>Differentiation (support): Complete the paragraph as a class. For each blank have learners give suggestions. When the correct one is given, show in the text/Vocabulary box where information can be found to show it's the correct word for the blank.</p>
	<p>Differentiation (stretch): Ask learners to write their own sentences using the words from the box.</p>
Coursebook Page 83	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Direct learners to the blog text titled "My Research." 2 Read it together as a class. 3 Now explain learners must read it again and use the information to answer the questions in Activity 2. 4 Explain to learners that each answer is a short answer (Maximum 3 words). 5 Learners can then check this answers in pairs. <p>CORE Feedback: Write the numbers 1–5 on the board. Ask for a volunteer to fill in the answer to question 1. If it's incorrect, try to elicit the answer after highlighting where the answer can be found in the text.</p> <p>Answers: 1 <i>unbiased data</i> 2 <i>random sample</i> 3 <i>three</i> 4 <i>stratified random sample</i> 5 <i>systematic random sample</i></p>
	<p>Differentiation (support): Put learners into groups of five. Each much answer one questions then share their answer with the rest of the group.</p>
	<p>Differentiation (stretch): Ask learners to write one more question based on the text for their partner to answer.</p>
Coursebook Page 84	<p>Vocabulary: Activity 3:</p> <ol style="list-style-type: none"> 1 Direct learners to the final part of the blog titled "My Outcome." Read it together as a class. Try to elicit the meaning of <i>outcome</i>. Associate it with <i>end</i> and <i>result</i>. 2 Now direct learners to the boxes in Activity 3. Explain they must write a word in each box. Each word should be a key word from the lesson and they should know the general definition of each one. 3 Explain to learners they will now hear the definition of key words from the lesson. If they hear the definition of one of the words they wrote, they must put a check (✓) on top of it. 4 If the definition of all their words is said, they must shout "Bingo!" 5 The teacher should then check that the definition was in fact said for all their words. If it was, that learner is the winner. 6 Repeat to have a 2nd and 3rd place winner. <p>DESIRABLE Feedback Check the words of any learner that says "Bingo!" to make sure they are a winner. For any learners who shout "Bingo!" and have different words that didn't have the definition said, try to elicit which definition(s) was not said by repeating the ones that were.</p> <p>Answers: <i>Learners' responses will vary, but teacher must keep note of which definitions they said.</i></p>

Coursebook Page 84	Vocabulary: Activity 4 1 Direct learners to the table in Activity 4 . Explain they will use this table to get information about the class. 2 First, they must write a key word from the lesson that they know the definition of in the top box of the table. 3 Now they must ask 10 different people to say the definition of their word. If they can, they place a check mark in the <i>correct</i> column. If they can't they write a cross in the incorrect column. 4 When they have completed this, learners must then write one sentence as an outcome. For example; Six people out of ten know the definition of statistics. CORE Feedback Walk around the class and listen to learners give definitions. If there are any common mistakes, correct them on the board as a class. Ask volunteers to say their outcome. Write several outcomes on the board. Answers: <i>Learners' responses will vary, but should be related to the results from the class survey.</i>			
	Differentiation (support): Allow learners to work in pairs or teams, this will mean less time will be needed to complete the activity and more support can be given.			
	Differentiation (stretch): Ask learners to find out which word most learners know the definition of and which word least learners know the definition of by reading each other's outcomes. Learners can then write the outcome of that in their notes.			
	Resources	Plenary		
		Ask a volunteer to spell a key word on the board correctly. Other learners may help them by shouting out the correct letters. When the word is complete they can choose the next volunteer to spell a word. Repeat until all key vocabulary has been used.		
Learning styles catered for (✓):				
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

AUDIO SCRIPT

Unit 8

Lesson A

Audio Track 28

Interviewer: This is Mona reporting from the desert in South Africa. Today, I am speaking with Asma Al-Bloushi, an Emirati engineer. Asma and her team has designed a new rocket car. They want to make a new record for fastest land speed. So what is land speed?

Asma: Land speed is how fast something can move on the ground. So a car has a faster land speed than a person. And a rocket car has a much faster land speed than a normal car.

Interviewer: Interesting. What is a rocket car exactly?

Asma: A rocket car is a car that is designed to go as fast as possible. We designed a thin and long car. Its design makes it reach a speed that is much faster than a normal car. But it cannot turn, stop or do other things a normal car can do.

Interviewer: So where can we drive a rocket car?

Asma: We need a very big flat area, like here in the desert. As you know, going this fast can be very dangerous for the driver.

Interviewer: Why is it dangerous?

Asma: The driver can't stop the car at this speed! We have to make sure there is nothing in the way when we try to beat the land speed record.

Interviewer: What is the land speed record right now?

Asma: Well, another team designed a rocket car with a top speed of 1200 kilometers an hour.

Interviewer: That's very fast! A normal car only goes around 200 kilometers an hour.

Asma: Yes, rocket cars can go even faster than some airplanes. And my team and I are sure that we can even faster. Today, we are going to try to break the record and reach a speed of 1300 kilometers an hour. But that's just the start. My team is designing a car that is going to have a land speed of 1600 kilometers an hour.

Interviewer: Wow, that's fast! Why did you and your team decide to design rocket cars?

Asma: I wanted to show people that with the right design, you can make something amazing!

Lesson C

Audio Track 29

1 Reem:

How fast can one person sail around the world? The world record is 49 days, 3 hours and 7 minutes. One day I want to sail to **around** the world. I like sailing with other people. I started sailing with my family last year. We sail every weekend. When we're **on** our boat I feel free.

2 Jimmy:

Some people say I'm crazy but I just love flying **through** the air. I've been practicing for 5 years and I have a lot of experience. When you jump **out of** a plane and the air **goes into** your wingsuit, it's so exciting! It's also very dangerous. You must do 250 skydives to jump with a wingsuit because you have to learn how to fly and how to move in the air. There are lots of rules. The world record for wingsuit flying is 400 kilometers per hour.

3 Ali:

I ride my bike every day. I ride **along** the beach with my friends and I bike **through** the desert. In the future I want to race in the Abu Dhabi Tour. It's a big cycling race in Abu Dhabi. Cyclists race **around** the Yas Marina Circuit. The fastest lap around the 5.5km circuit is 7 minutes and 45 seconds. That's very fast. A Formula One car did the same lap in 1 minute and 40 seconds!

4 Omar:

When people skydive they can go really fast. I remember when Felix Baumgartner jumped from 39km **above** Earth. He jumped from the stratosphere! He traveled faster than the speed of sound! His skydive was the highest and the fastest of all time and it broke world records. You need a special spacesuit to jump like that because the air is different in the stratosphere. It's very dangerous.

Lesson E

Audio Track 30

Cheetah expert: Welcome to the Cheetah Sanctuary students! Cheetahs one of the most recognized cats around the world, especially for its speed. We are happy to have some cheetahs here at our wildlife park. Now who's ready to hear more about these amazing animals?!

Natalie, Carys, Mustafa: Me!!

Cheetah expert: Ok, who has the first question?

Carys: Ahh, yes, I do!

Cheetah expert: Ok, go ahead.

Carys: Where do cheetahs live?

Cheetah expert: Well, most wild cheetahs live in Africa. They can also be found in wildlife parks like this one, and, also in zoos around the world. However, today most cheetahs call Africa their home.

Carys: Me, me! I have a question now! What do cheetahs eat?

Cheetah expert: Well, when cheetahs hunt, they eat animals like rabbits, antelopes and birds.

Carys: Ahh ok.

Natalie: Hmm, ok. But how do cheetahs catch them? These animals are kind of fast also.

Cheetah expert: Well, it isn't always easy for them but they can hunt their prey because cheetahs are so much faster than these animals are. Cheetahs can get their food quickly, most of the time.

Natalie: Oh, ok. That makes sense.

Mustafa: Ooh, I have a question!

Cheetah expert: Ok, go on.

Mustafa: How do cheetahs run so fast?

Cheetah expert: Great question! You're right, cheetahs are fast, very fast! They have extremely long legs that help them run fast. Their legs are longer than other big cats, like lions and tigers. They also have a large heart and lungs that allow them to take deeper and longer breaths without getting tired when they are running.

Mustafa: Wow! How fast can they run?

Cheetah expert: Ah, that's another good question. Cheetahs can run up to 114 kilometers per hour!

Mustafa: Wow! That's fast!

Cheetah expert: Well students, it was a pleasure to speak with you about cheetahs! Now, who's ready to see them?!

Natalie, Carys, Mustafa: Me!!

Cheetah expert: Ok, let's go!!

Unit 9

Lesson A

Audio Track 31

Journalist: I'm here in front of the exciting new Circus Show, "Human Flight." I'll be asking people who've seen the show what they thought of the show. Were they excited? Bored? Disappointed? Let's find out!

Journalist: Hi Mohammed. What did you think of the show?

Mohammed: This is the best circus show we've ever seen! It was very exciting! A man shot fire out of his mouth! People were walking on ropes high above us! There were so many exciting things to see. My heart was beating so fast, and I couldn't stay in my seat!

Journalist: Sounds like you really liked the show! Thank you!

Journalist: Hassan, what did you think of the show?

Hassan: Eh, it was okay, I guess. I was a little bored. I don't really like the circus, and I don't really like watching other people jump around. I was getting sleepy!

Journalist: So you wouldn't recommend it?

Hassan: I wouldn't really recommend the show to my friends. It was a little boring.

Journalist: Excuse me, Mouna. Can I ask you a question?

Mouna: Um, sure, I guess.

Journalist: What did you think of the show?

Mouna: Oh, I was very disappointed! I thought there would be animals in the show, but it was just people.

Journalist: So, you didn't like the show?

Mouna: It's the worst show I've ever seen! I really wanted to see animals. I want my dirhams back.

Journalist: Excuse me, Khawla... Did you see the show tonight?

Khawla: Oh yes, it was very interesting. I have always been interested in circus shows, and this one is very good.

Journalist: Would you tell your friends to come see the show?

Khawla: Yes, if they are interested in circus shows, they should come to see "Human Flight." It's a very interesting show for circus fans.

Journalist: There you go! Some people liked the show, some people didn't like the show. Come see for yourself! Back to you in the newsroom!

Lesson B

Audio Track 32

Mats:

My name is Mats and next Saturday I'm spending the day in London. I'm from Leuven, Belgium, so I'm taking the train to Brussels, then the Eurostar on to St. Pancras. It only takes a little over two hours, so I'm only spending the day there and then coming back that night. What am I going to do while I'm there? I'm definitely going sightseeing. I want to see Hyde Park, Buckingham Palace, Piccadilly Circus, the Houses of Parliament, and of course, Big Ben! I'm planning on going to the British Museum, too, where I want to see an exhibition that's on. If there's any time left, I may even see a show in the evening before I go back. I can't wait!

Vanesa:

I'm Vanesa and I'm planning a day trip to Madrid next month. It's about 200km from where I live in Ciudad Real, but it only takes 50 minutes on the high-speed train. I love Madrid, so I try to go as often as possible. This time, I want to go to the city center and go shopping. The sales are on and I don't want to miss them! I don't think I'll have much time to go sightseeing, although I've seen most everything I wanted to see already. If I have time, I want to see an exhibition at the Prado Museum, but I may not because I'm seeing a show on Gran Vía in the evening with a friend who lives there. Afterwards, we're going out to dinner with some of her friends. Then I'm going back to the station to catch the train home!

Quinton:

My name's Quinton and I'm from the US, but I recently moved to the UAE. My parents are coming to visit me in two weeks, and while they're here, we're planning on spending a day in Abu Dhabi. I've actually been there a few times, but I know my parents will love going sightseeing there. First, we're going to Sheikh Zayed Grand Mosque, because it is without a doubt the most beautiful building in the country. Next, we're going to the Louvre Museum, and then if there's time, Ferrari World. We may go to the mall, too. I don't think we're going to the beach. Once we're done

for the day, though, we're going to the Emirates Palace Hotel to have a cappuccino with gold in it. The perfect end to the perfect day!

Lesson C

Audio Track 33

Ali:

I love watching movies. I go to the movies every weekend with my friends. We watch comedies because they're funny. I like family movies and dramas, too. My favorite movie is called *Going to heaven*. It's made by an Emirati film maker. It's about a boy who travels across the Emirates looking for his grandmother. I like it because it's an Emirati film and it's about family.

Omar:

My favorite video game is Fifa. It's a soccer game. It teaches you about the skills you need in soccer, like team work. I like it because it's exciting! You can make a soccer team or you can be the manager of the team. I like playing video games but playing soccer is more fun. I sometimes play soccer at the beach with my cousins.

Meera:

I like spending time with my family and watching TV shows. I love watching nature documentaries because they're interesting. You can learn about nature and animals around the world. My favorite TV show is *Earth*. It's filmed in different countries around the world. Last week they were looking at life under the oceans. There were sharks and whales and lots of strange fish.

Sultan:

I like reading books because it's relaxing. I enjoy reading digital books on my iPad. My friends like reading *real* books because they don't want to use technology all the time. Sometimes we read books in English. We're taught how to read in English class. My favorite book is written by an Emirati author. The main character is a boy who rides horses and wins races. I like it because it's exciting and I like horse racing.

Question	Already know	Want to know	Question Asked	Answer
1 What is a rocket car?				
2 When was the rocket car invented?				
3 Where can we drive a rocket car?				
4 Who is a famous rocket car driver?				
5 What is the land speed record for the fastest rocket car?				
6 Why is driving a rocket car dangerous?				

Project Name:

_____ km/h

Land Speed:

_____ km/h

Rocket Car Design

u:	ʌ	əʊ	ʊ
through	around	although	could
ʌ	ə	ɔ	
country	famous	thought	

From	To	Transportation	How Long?	Reason for Stop
New York				
	Tokyo			

Can you find the movie genres?

S	I	V	H	X	A	D	R	D	I	H	D	B	K	J
W	C	U	H	M	U	J	Z	X	T	S	O	S	Q	A
I	P	I	A	D	J	I	Z	Y	E	G	C	C	Y	I
W	R	R	E	Q	L	B	N	A	Z	B	U	M	S	G
Q	D	V	X	N	I	W	N	W	P	B	M	P	K	D
Z	I	S	Q	J	C	I	U	A	G	H	E	Y	X	H
S	E	T	N	B	M	E	L	H	V	Q	N	D	P	O
N	D	K	E	A	C	B	F	O	L	L	T	E	U	B
Y	O	F	T	S	U	P	D	I	S	U	A	M	S	K
D	X	I	R	O	R	R	O	H	C	Q	R	O	M	W
F	O	H	T	T	Q	M	F	X	N	T	Y	C	C	V
N	D	Y	R	C	S	X	Q	W	L	T	I	Z	K	O
O	N	G	R	S	A	A	E	X	Z	G	P	O	V	I
M	K	A	Y	B	L	R	V	F	Y	T	G	C	N	D
X	T	C	P	E	H	Q	D	N	M	P	R	Y	M	U

Movie Review

Movie Title: _____

Genre (drama, comedy horror, science-fiction, action, animated movie, documentary, thriller): _____

Your Rating: ☆ ☆ ☆ ☆ ☆

Setting: _____

Time: _____

Place: _____

Summary of Movie:

Who is your favorite character and why?

Did you like the movie? Why or why not?

Write the words using the hints in the Coursebook.
Then, write the highlighted word in the middle on the write-on line. _____

local	attend	giant	movie	film	celebration	strange	drama
-------	--------	-------	-------	------	-------------	---------	-------

1

2

3

4

5

6

7

8

In your groups, you will take some mind tests to find out what each person in the group is best at.

The quizzes will test your skills in mental math, spelling, reading, writing, listening and speaking.

In the next lesson, you will be tested and have a chance to practice your skills for the big competition at the end.

You can earn points for your team. The team with the most points wins the Mind Olympic Games.

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