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United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Chris Barker and Libby Mitchell

Term 3 material 2017

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

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Scope and Sequence

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

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 12 Climate and the environment Pages 202–219	Weather in the UAE. Reading about the weather on the internet. Reading about global warming. Reading about storm chasers. Reading a weather forecast. Reading about Hammarby Sjostad – an eco-city. Reading about renewable energy. Reading about eco-buildings. Reading about an eco-school. Reading an article about extreme weather.	Listening: Simple conversations about the weather. Information about thunderstorms. A weather forecast. Speaking: Discussing preferences about the weather. Presenting a weather forecast. Discussing storms. Discussing eco-cities.	The present simple active and passive.	The seasons and weather. Climate change. Extreme weather. Eco-building features.	Writing about a storm. Designing a persuasive poster. Writing newspaper headlines. Designing a leaflet about climate change.
Review Project	Review of Unit 12 Presenting a TV report about an extreme weather situation.				
Wordlists 220–226 Audioscript 227–229					

Welcome to *Bridge to Success Grade 7*

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

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

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

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

Missing *a* or *an*

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

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

Missing *the*

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

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

Missing *be* before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with *be*

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

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

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

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 4–9

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Learning centres/stations

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

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

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

Experiential learning

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

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

Look-say-cover-write-check spelling strategy

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

A learner is given a word to spell and:

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

Games

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

Listening to stories/story time

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

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem-solving

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

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

Opinion forming

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

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

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

Reflection

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

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

Problem-based Learning (PBL)

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to people describe their free time activities using fractions and percentages. Speaking: To talk about spending free time, using fractions and percentages. Reading: To read explanations of fractions and percentages. Writing: To complete pie charts with free time activities and fractions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use fractions and percentages to describe how they spend their free time • listen to and understand people answering questions in a survey.
Link to prior learning: <ul style="list-style-type: none"> • Free time activities • Numbers 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively, and critically in English. 		
Key vocabulary: <i>pie chart; divide; whole number; per cent; percentage; fractions: half, quarters thirds, fifths, tenths; reading; relaxing; indoors; outdoors; gardening; watching TV</i> Key expressions/structure: Present simple (routines), Fractions, Percentages		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Although the emphasis of this lesson is on using fractions and percentages in everyday conversation, rather than in a mathematical context, learners may need to use their existing knowledge of Maths in Arabic (for example divide, whole number). • It may be necessary to explain that in everyday conversation, it is natural to use fractions and percentages interchangeably (as in the audio). When doing Maths, we usually use fractions and percentages separately. 		
Resources/equipment needed: Coursebook page 167 Workbook page 139 Audio tracks 44 and 45		

UNIT 10 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 167	<ol style="list-style-type: none"> 1. Write 'free time' on the board and elicit some examples of different types of free time, for example after school, at the weekend, during the school holidays. 2. Learners work in groups to brainstorm some examples of popular activities for each category of free time (after school, weekend, holiday). 3. Groups report back to class. As a class, discuss the learners' favourite, and least favourite, activities. Find out why.
Resources	Main activity
Coursebook page 167 Audio Track 44	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the photo with the class, and elicit what the person is doing (a survey). Make sure all of the learners know what a survey is (asking people questions to get information). 2. Learners read the survey question, and work in pairs to discuss how they might answer it. 3. Play the recording. Learners listen and compare the two interviewees' answers with their own. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Did anyone have any similar answers to the interviewees?</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners a list of the free time activities that appear in the audio before they listen. Get them to tick off the activities as they hear them in the audio by writing the number of the speaker next to each one. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners make notes while listening, then write a short summary of each interviewees' answers.
Coursebook page 167 Audio Track 44	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the pie charts with the class. 2. Learners listen again to the two interviewees and match them to their pie charts. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class. Make sure learners are able to explain why they matched the people to the pie charts.</p> <p>Answers</p> <p>Pie chart A: Person 2 Pie chart B: Person 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the audioscript while they listen to the recording. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners attempt to match the people to the pie charts from memory, before listening to the recording again to check their answers.

<p>Coursebook page 167 Audio Track 45</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the unlabelled pie charts with the class, and then go through the information in the <i>Language tip</i>. If necessary, use this opportunity to explain how we say and write each fraction (for example, $1/6 =$ one sixth, etc.). Elicit the fractions/percentages shown in the two unlabelled pie charts, for example Pie chart 1: four quarters, or $4 \times 25\%$. 2. Play the recording. Learners complete the labels on the pie charts. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>Person 3: watching TV, reading a book, gardening, go for a run Person 4: reading a book (half), reading magazines (quarter), reading comics (quarter)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the answers in jumbled order. Learners listen and write the activities in the numbered boxes, as they hear them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners close their coursebooks while they listen, and draw pie charts illustrating what they hear in blank notebooks. They then compare their pie charts with those given in the Coursebook to check if they were correct.
<p>Workbook page 139</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example with the class. 2. Elicit suggestions for the correct answer to number 2 (g). 3. Learners work individually to match the remaining numbers to the symbols. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work in pairs to check their answers and peer correct. Check that all of the pairs agree on the answers, then go through the pronunciation of each word (1 – 8) with the whole class.</p> <p>Answers</p> <p>1 b; 2 g; 3 h; 4 a; 5 c; 6 d; 7 f; 8 e</p>
<p>Workbook page 139</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the first question aloud and elicit the answer from the class. Make sure everyone has the same answer. 2. Work through the example with the class. Emphasise that learners are to write the fractions as words (not digits), as in the example answer. 2. Learners work in pairs to complete the answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers write the correct answers on the board. The other learners raise their hands if they think there is a mistake.</p> <p>Answers</p> <p>There are 12 squares. 1 five-sixths; 2 three-quarters; 3 two-thirds; 4 a half; 5 a third; 6 a quarter; 7 a sixth</p>

Coursebook page 167	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Learners work in pairs to listen to each other give their answers to the survey question, and to complete the pie charts in their notebooks. Go round monitoring. Make sure that learners are accounting for the whole four-hour period. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class, and put some example pie charts on the board.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> Play a game that reviews how to say fractions and percentages. Write a fraction or percentage on the board in numerals, for example 50%, and point to a learner. The learner must say the numeral in full, for example fifty per cent. It is then that learner's turn to write a new fraction or percentage on the board and select another learner to read it out. And so on.

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.

(G7.1.1.1.7) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,

- making offers and requests,
- making suggestions,
- expressing likes and dislikes,
- expressing preferences,
- giving advice using ought to, you'd better,
- obligating and prohibiting,
- making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)
- expressing agreement and disagreement,
- expressing opinion.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to questions about a typical day. Speaking: To describe a typical day using fractions and percentages. Reading: To read about a survey's results, using fractions and percentages. Writing: To rewrite sentences using fractions and percentages.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an article about the results of a survey • use fractions and percentages interchangeably in everyday conversation • describe how much time they spend doing things in a typical day.
Link to prior learning: <ul style="list-style-type: none"> • Fractions and percentages • Present simple (routines) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, and non-verbal communication skills. 		
Key vocabulary: <i>interview, interviewee, interviewer, riding a bike, homework, survey, relaxing, computer games, Internet, gardening, sewing, baking, typical, exercise</i> Key expressions/structure: Present simple (routines), Fractions, Percentages		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When a fraction includes '1', we can say either <i>one</i> or <i>a</i>. For example: $\frac{1}{3}$ can be <i>one third</i> or <i>a third</i>. In everyday conversation, it is natural to use <i>a</i>. • In American English, it is common to use <i>a</i> before <i>half</i>, for example <i>I spent a half an hour at the library</i>. 		
Resources/equipment needed: Coursebook page 168 Workbook page 140		

UNIT 10 LESSON 2 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Start the lesson with a quick review of how we say fractions and percentages. Draw a simple pie chart on the board, for example with 50% and two 25%'s, and elicit different ways to describe the amounts shown. 2. Have one or two confident learners come to the front of the class and draw more pie charts on the board, and then describe the amounts shown.
<p>Resources</p> <p>Workbook page 140</p>	<p>Main activity</p> <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work individually to write the amounts in words, as they would say them. 2. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Have pairs take it in turns to read out the correct answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 twenty-five per cent 2 one third / a third 3 sixty per cent 4 four fifths 5 two thirds 6 ninety-five per cent 7 three quarters 8 one tenth / a tenth
<p>Coursebook page 168</p>	<p>Reading and writing: Activity 5</p> <ol style="list-style-type: none"> 1. Remind learners of the people's responses to the survey question that they listened to in the previous lesson, and elicit some of their answers. Explain that they are going to read an article about the survey's results. Go through the words in the Vocabulary box. 2. Go through the statements before learners begin reading. 3. Learners read the article and work in pairs to discuss whether they think the statements are <i>true</i> or <i>false</i>. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Make sure that learners can identify the parts of the text that support their answers.</p> <p>Answers</p> <p>1 F (most, over 90%); 2 F (around a quarter); 3 T; 4 T; 5 F (nearly 10%); 6 T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners. Highlight the information relating to each statement and elicit the correct answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for these learners in which to read the text. They then cover the article and discuss the statements.

<p>Coursebook page 168</p>	<p>Reading and writing: Activity 6</p> <p>1. Go through the instructions and the example answer with the class. Emphasise that learners just need to change the type of amount, i.e. from fraction to percentage or vice versa, the actual information in the statement should remain unchanged.</p> <p>2. Learners work individually to rewrite the statements.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 nine tenths; 2 25% - 50%; 3 75%; 4 four fifths; 5 one tenth / a tenth; 6 33.3%</p> <p>Differentiation activities (Support):</p> <p>1. Provide these learners with a copy of the correct answers for them to match with the statements in their Coursebooks.</p> <p>Differentiation activities (Stretch):</p> <p>1. Set the learners a time limit in which to read the sentences, before they cover their Coursebooks and write the statements in their notebooks.</p> <p>2. Learners uncover their Coursebooks to check their answers.</p> <p>EXTENSION</p> <p>Learners write a summary of the information in the article. Divide the class into two groups of A and B. Learner A's summaries use only fractions. Learner B's summaries use only percentages. Learners A and B then compare their summaries to check facts.</p>
<p>Workbook page 140</p>	<p>Workbook: Activity 4</p> <p>1. Learners work individually to complete the sentences using words from Activity 1 on the previous page.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 seventy-five per cent 2 less than half 3 just over a third 4 a quarter 5 (a) half 6 most</p>
<p>Coursebook page 168</p>	<p>Speaking: Activity 7</p> <p>1. Learners work in pairs to discuss their typical days.</p> <p>2. Go round monitoring, and make sure that learners are using fractions and percentages in their discussions.</p> <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out which things learners spend the most time doing. See if you can come to a consensus about any of the activities. For example, does everyone in the class spend a third of their time sleeping?</p>

Resources	Plenary		
	1. Have a class discussion about the information in the article. Did anything surprise the learners? Have they ever tried baking, gardening or sewing? Would they like to? Why? Why not?		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to questions in a survey. Speaking: To ask and answer questions in a survey. Reading: To read a report of a survey. Writing: To record the results of a survey. To write a version of a survey report that is true for you.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • conduct a survey and record the results • read and understand a report of a survey • rewrite a report of a survey.
Link to prior learning: <ul style="list-style-type: none"> • Fractions and percentages • Vocabulary related to surveys • Free time activities 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. 		
Key vocabulary: <i>survey, (school) subject, maths, camping, vegetarian, computer, Internet, film, leisure</i> Key expressions/structure: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain <i>leisure</i> (the time when you are not working or studying), which is very similar in meaning to <i>free time</i>. 		
Resources/equipment needed: Coursebook page 169 Workbook page 141		

UNIT 10 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 169	<ol style="list-style-type: none"> 1. Recap on the survey question that learners answered in Lesson 1. What was the question? (<i>When you have four hours of free time, what do you do?</i>) What were some of the learners' answers? 2. Learners work in groups to discuss the starter questions. 3. The groups report back to the class. Discuss the final question as a group (<i>Why do you think surveys are useful?</i>) and direct the class towards the conclusion that surveys are a useful way of finding out about people's behavior and habits.
Resources	Main activity
Coursebook page 169	<p>Reading and speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Divide the class into groups of four or five. Explain that they are going to do a survey within their group and record the results. (Note that each learner will need to keep a copy of their group's results for use in the next lesson.) Go through the instructions and the example table with the class. It may be useful to go through each question with the class at this point to check for any difficult words (for example <i>vegetarian</i>). 2. Learners work in groups to ask and answer the ten questions in the survey, and to keep a record of their results in table form. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class in order to get a general idea of the groups' responses to some of the questions. Don't ask for the results in detail, as learners will work together in the next lesson to compare and contrast their groups' results. Tell the learners to keep a copy of their group's results and bring it to the next lesson.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have the groups ask and answer the first five questions only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the groups add one or two more questions of their own to the survey.

<p>Workbook page 141</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions, and explain that this is a report of a different survey from the one they have just done. 2. Learners work individually to read the report and complete the chart. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>watching TV: 14.0 playing with and talking to friends: 9.8 using the Internet: 8.0 watching DVDs: 4.7 playing sports: 4.7 playing computer and electronic games: 4.5 homework: 3.0 listening to the radio: 2.1 reading magazines: 0.6 reading newspapers: 0.3</p>
<p>Workbook page 141</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the useful phrases with the class. 2. Emphasise that learners should write information that is true for them, and elicit some example sentences from learners, for example, <i>I don't spend as much time watching TV as doing my homework.</i> 3. Learners work individually to write the survey report. <p>CORE</p> <p>Feedback</p> <p>Learners work in pairs to read their reports and peer correct. Have a feedback session with the whole class, and encourage one or two confident learners to read their reports aloud.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Rather than write a report, learners complete the example phrases so that they are true for them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners rewrite the report in their notebook, without looking at the text or phrases in the workbook. If necessary, put the list of activities mentioned in the report on the board for learners to refer to.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a discussion about the information in the report of the survey of young Australians in the Workbook. Do learners see many differences in the habits of young Australians and young Emiratis? If so, what are they?

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.1.1.6) Write reports in a standard form, including formatting (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to survey results and expressions of quantity followed (or not) by <i>of</i>.</p> <p>Speaking: To discuss survey results and expressions of quantity followed (or not) by <i>of</i>.</p> <p>Reading: To read statements describing survey results, using percentages and fractions, and expressions of quantity followed (or not) by <i>of</i>.</p> <p>Writing: To rewrite statements describing survey results, using percentages and fractions, and expressions of quantity followed (or not) by <i>of</i>.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • explain survey results using percentages and fractions • describe expressions of quantity followed (or not) by <i>of</i>.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Fractions and percentages • Vocabulary related to surveys • Free time activities <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas to enhance communication skills in English (reading, speaking, listening and writing). 		
<p>Key vocabulary: <i>convert, vote (verb), favourite, prefer</i></p> <p>Key expressions/structure: Expressions of quantity followed (or not) by <i>of</i>, Past simple</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • As shown in the <i>Use of English</i> box, <i>of</i> is optional after half and all. In both cases, where <i>of</i> is optional, we use the definite article (<i>the</i>): <i>Half (of) the people</i> NOT <i>Half (of) people</i>. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 170</p> <p>Workbook page 142</p>		

UNIT 10 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Write on the board: <i>all, most, half, none</i>. 2. Ask for a show of hands: <i>Who likes ice cream?</i> 3. Based on the result, write an incomplete sentence on the board, for example <i>Most – like ice cream</i>. 4. Repeat with two or three other short questions, for example <i>Who takes the bus to school? Who has a bicycle?</i> 5. Put incomplete sentences describing the results on the board.
Resources	Main activity
Coursebook page 170	<p>Use of English</p> <ol style="list-style-type: none"> 1. Go through the information in the box with the class. Highlight the examples with <i>most</i>: when we say <i>the students</i>, we need to use <i>of</i>, when we say <i>students</i> without <i>the</i>, we don't use <i>of</i>. Deal with any questions or issues. 2. Draw learners' attention to the notes on the board from the Starter activity. 3. Learners work in groups to write complete sentences using the notes on the board. <p>CORE</p> <p>Feedback</p> <p>Elicit the complete sentences from the groups and add them to the board.</p> <p>Possible answers</p> <p>Most of the class likes ice cream. Half (of) the class takes the bus to school. Most students have a bicycle.</p>
Workbook page 142	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and the first sentence with the class. Point out that there are three answer choices. 2. Ask a volunteer to suggest the correct answer (of), and explain why (We use <i>of</i> after percentages.). 3. Learners work individually to choose the correct options in the rest of the sentences. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 of 2 of <i>or</i> – 3 – 4 of 5 of <i>or</i> – 6 of</p>

<p>Workbook page 142</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask a volunteer to read the example answer aloud. 2. Elicit some suggestions for the correct answer to number 2 (Under twenty per cent of us have three sisters.). 3. Learners work individually to reorder the words in the remaining sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Go round monitoring, giving help where necessary. Display the answers so that learners can self-correct.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 About half of the class voted for tennis. 2 Under twenty per cent of us have three sisters. 3 None of the students in our class chose purple as their favourite colour. 4 Around ten percent voted for papaya as their favourite fruit. 5 Two-thirds of us have been camping. 6 Nearly all of the students in the class have got a bicycle. 7 A third of us sleep for eight hours a night. 8 Sixty per cent of the students in the class go swimming three times a month.
<p>Coursebook page 170</p>	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. Emphasise that these statements refer to a different survey from the one the learners did in the previous lesson. 2. Learners work in pairs to rewrite the statements. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <ol style="list-style-type: none"> 1. Almost two-thirds of the class go swimming once a week. 2. Half of us walk to school. 3. A quarter of the students eat cereal for breakfast. 4. All (of) the class voted for football as their favourite sport. 5. 40% of the students chose oranges as their favourite fruit. 6. Most (of the) students get eight or more hours of sleep a night. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have volunteers match the words in the box with the amounts in the sentences. 2. Learners rewrite the sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the wordpool box and rewrite the sentences, using their own words. 2. Learners uncover the wordpool box to compare their ideas.

<p>Coursebook page 170</p>	<p>Writing and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Did you know?</i> box and explain that learners are going to convert the results from the survey they did in the previous lesson. 2. Divide the class into groups, so that each group consists of at least one member of each of the groups from the Activity 1 Lesson 3. Make sure that each learner has a copy of their group's table. 3. Learners work in their groups to compare and collate their survey results. They convert these results into percentages, and make similar statements to those in Activity 2. Go round monitoring, encourage learners to use words like <i>most</i> and <i>all</i>, as well as percentages, and check that they are using <i>of</i> correctly. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Elicit statements from the groups summarising the results of each survey question. Put them on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion about the survey's results. Has the survey helped learners to find out more about one another? Are any of the results surprising? Why? Why not?

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional, and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement, and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a talk about the UAE's population and geographical details. Speaking: To practise saying long numbers. Reading: To read and complete sentences from a talk about the UAE's population and area. Writing: To write long numbers as they are said.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say long numbers talk about the population and geographical details of the UAE.
Link to prior learning: <ul style="list-style-type: none"> Fractions and percentages 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to access and evaluate information efficiently, effectively, and critically in English. 		
Key vocabulary: <i>peninsula, border (verb), landmark, oasis, dune, area, survey, man-made, official, population, comma, full stop</i> Key expressions/structure: Long numbers		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Further to the information in the <i>Did you know?</i> box, it may be necessary to explain that we always pronounce the full stop in a number as <i>point</i>, for example 2.7 = two point seven. We never pronounce the comma in long numbers. Also, the digits after the stop are pronounced individually, for example 2.75 = <i>two point seven five</i> NOT <i>two point seventy-five</i>. 		
Resources/equipment needed: Coursebook page 171 Workbook page 143 Audio Track 46 Map of the UAE		

UNIT 10 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 171	<ol style="list-style-type: none"> (Before the lesson, find out the current populations of your town, city or local area, and the UAE.) Write the populations of your town, city or local area and the UAE on the board in digits. Have volunteers guess what the numbers are. Elicit, or explain, that these numbers are populations (the number of people living in a place). Find out if learners know which country has the largest population in the world (China). Learners work in groups to discuss the Starter questions. Groups report back to the class.
Resources	Main activity
Coursebook page 171	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Learners work in groups to read the sentences and guess the meanings of the words. (It may be useful to explain that <i>border</i> is a verb in this sentence.) Learners check their guesses in a dictionary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out if any groups guessed all of the words correctly, and clarify the meanings of all the words.</p> <p>Answers</p> <p>peninsula: a long piece of land that sticks out from a larger area border (verb): to be next to another country landmark: a building that is easily recognised oasis: a place in a desert where there is water and plants dune: a hill of sand on a beach or in a desert</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide these learners with the following definitions: a hill of sand on a beach or in a desert / a long piece of land that sticks out from a larger area / a place in a desert where there is water and plants / to be next to another country / a building that is easily recognisable. Learners match the definitions to the underlined words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write new sentences using each of the words.
Workbook page 143	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Go through the words in the box with the class, and draw learners' attention to the example answer: (Saudi Arabia). Learners work in pairs to complete the maps with the missing words. <p>DESIRABLE</p> <p>Feedback</p> <p>Show a detailed map of the UAE for learners to check their answers.</p> <p>Answers</p> <p>1 Saudi Arabia; 2 Oman; 3 Abu Dhabi; 4 Dubai; 5 Moreeb Dune; 6 Liwa Oasis</p>

<p>Coursebook page 171 Audio Track 46</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Learners complete the sentences with the words in the box. Play the recording. Learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class. Play the recording again for clarification – stopping at points, if necessary.</p> <p>Answers</p> <p>1 official; 2 man-made; 3 survey; 4 population; 5 area</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Have learners listen to the recording before they complete the sentences. Learners read the audioscript to check their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners cover the wordpool box, then play the recording. Learners listen and complete the sentences. They uncover the wordpool box to check their answers.
<p>Coursebook page 171 Audio Track 46</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Play the recording. Learners write the numbers. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs, and write the numbers on the board in digit form. Go through the information in the <i>Did you know?</i> box and have volunteers pronounce the numbers on the board.</p> <p>Answers</p> <p>1 828 2 1,533,596 3 1,572,906 4 86% 5 5% 6 1%</p>

Workbook page 143	<p>Workbook: Activity 2</p> <p>1. Model the example answer, and ask a volunteer to model the second answer (sixty thousand).</p> <p>2. Learners work individually to write the numbers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers take it in turns to read the sentences aloud. The other learners listen and raise their hands if they think there is a mistake. Once the class has agreed on all of the correct answers, model each one for pronunciation.</p> <p>Answers</p> <p>1 eight hundred and twenty-eight</p> <p>2 sixty thousand</p> <p>3 one million, two hundred and fifty thousand</p> <p>4 eight point three</p> <p>5 one thousand, nine hundred and twenty point five</p> <p>6 two million, six hundred and forty-three thousand, two hundred</p> <p>7 ten million, five hundred thousand, five hundred and fifty-five</p>		
Resources	<p>Plenary</p> <p>1. Have all learners close their Coursebooks. Read out at random the explanations in Activity 3 (for example, <i>the height of the Burj Khalifa</i>). Referring to the digits on the board, learners call out the correct answer (for example, <i>eight hundred and twenty-eight metres</i>).</p>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand questions about places and buildings. Speaking: To ask and answer questions about places and buildings using the definite article. Reading: To read and complete a description of a place using the definite article. Writing: To write examples of places and buildings using the definite article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the definite article with places and buildings • describe places and buildings by giving clues about them.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for places 21st Century Skills: <ul style="list-style-type: none"> • Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English. 		
Key vocabulary: <i>famous building, geographical region, mountain range, peninsula, continent, lake, island group, river</i> Key expressions/structure: The definite article for places and buildings		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain the distinction between a mountain (for example, Mount Everest) and a mountain range (for example, The Himalayas). 		
Resources/equipment needed: Coursebook page 172 Workbook page 144		

UNIT 10 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Write <i>famous buildings</i> on the board, and elicit an example from the UAE (for example, <i>the Burj Khalifa</i>). 2. Learners work in groups to brainstorm as many famous buildings from around the world as they can. 3. The groups report back to the class. Find out which group came up with the most buildings. Add some of the most popular choices to the board (including <i>the</i>).
Resources	Main activity
Coursebook page 172	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs, taking it in turns to practise reading the numbers and saying what they represent. 2. Go round monitoring, giving help with pronunciation where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out how well the learners remembered the numbers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 172	<p>Use of English</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Use of English</i> box with the class. Add examples of famous buildings from the Starter activity to the first category. 2. Learners work in groups to think of other well-known examples for each category. <p>CORE</p> <p>Feedback</p> <p>Hold a class competition. A spokesperson from each group reads aloud their suggestions. Award a point for each unique suggestion (something that none of the other groups have suggested). The team with the most points is the winner.</p> <p>Possible answers</p> <p>Famous buildings: the Petronas Twin Towers Oceans, seas, rivers: the Mediterranean, the Rhine Most geographical regions: the Antarctic Continents and most countries: Africa, Yemen Lakes and most mountains: Lake Baikal, Kilimanjoro Place name and building: Tokyo Tower Plural names of countries: The Philippines Names which include republic, kingdom: the United Kingdom</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the list of possible answers without <i>the</i>. Learners match them to the categories in the box. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the box while they think of other examples for each category. 2. Learners uncover the box to check they have put the extra examples in the correct categories.

<p>Coursebook page 172</p>	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> Go through the first sentence with the class and elicit the correct answers (The; -) and why (as it is a famous building, we use <i>the</i> with Eiffel Tower / as with continents and most countries we don't use <i>the</i> with city names). Learners work individually to choose the correct options to complete the rest of the sentences. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner and peer correct. Have a quick feedback session with the whole class and clarify which category in the <i>Use of English</i> box that each place or building belongs to.</p> <p>Answers</p> <p>1 The; — 2 The; the; —; the; — 3 The; the 4 —; — 5 The; the</p>
<p>Workbook page 144</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Emphasise that the learners need to write <i>the</i> or - if we don't use <i>the</i>. Learners work individually to complete the travel blog, writing <i>the</i> or -. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers and peer correct. Check that all of the pairs agree on the correct answers. You could display the completed article for learners to self-correct.</p> <p>Answers</p> <p>1 —; 2 —; 3 the; 4 —; 5 the; 6 —; 7 —; 8 the; 9 the; 10 —; 11 the; 12 —; 13 the; 14 the; 15 the; 16 the; 17 the; 18 —; 19 the; 20 the; 21 the; 22 —; 23 the</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to refer to the <i>Use of English</i> box in the Coursebook while completing this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Make sure learners' Coursebooks are closed during this task.
<p>Workbook page 144</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Have learners cover the wordpool box and read aloud each of the categories. Encourage learners to suggest an example from memory for each category. Learners uncover the wordpool box and complete the categories. <p>DESIRABLE</p> <p>Feedback</p> <p>Put the categories on the board and have learners take it in turns to come to the front and add the names of each place in the wordpool box into the correct category. Check that all of the other learners agree.</p> <p>Answers</p> <p>famous buildings: the Al Farooq Omar Bin Al Khattab Mosque, the Empire State Building oceans: the Atlantic, the Pacific geographical regions: the Iberian Peninsula, the Sahara Desert continents: Europe, North America mountains: Jabal an-Nabi Shu'ayb, Mount Vesuvius place name + building: Dubai International Airport, Sydney Opera House</p>

Coursebook page 172	<p>Writing and speaking: Activity 6</p> <p>1. Learners work in pairs to write down examples, using <i>the</i> where necessary (It doesn't matter if they choose places that have already been mentioned.)</p> <p>CORE</p> <p>Feedback</p> <p>Check that everyone has a building or place written down for each category, then move on to the next activity.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Coursebook page 172	<p>Writing and speaking: Activity 7</p> <p>1. Go through the instructions and the example clues with the class.</p> <p>2. Learners work in pairs to guess the places their partners have written and to give each other clues.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Which places did they choose? How easily did they guess them? How useful were their partners' clues?</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <p>1. Have a class discussion about places and buildings in your local area. Have learners think about how to describe them in English. Which places and buildings would use <i>the</i>?</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to questions in a discussion about homes. Speaking: To ask and answer questions about homes. To make statements about homes in a picture, using amounts, fractions and percentages. Reading: To read statements about homes in a picture. Writing: To write about the homes in a local area.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe the homes in their local area using amounts, fractions and percentages make general statements using amounts, fractions and percentages.
Link to prior learning: <ul style="list-style-type: none"> Fractions and percentages Amounts (<i>all, most</i>) Vocabulary for homes <i>Have got</i> 21st Century Skills: <ul style="list-style-type: none"> Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing. 		
Key vocabulary: <i>cat, bike, garden, odd number, even number</i> Key expressions/structure: Fractions and percentages; Amounts (<i>all, most</i>); <i>Have got</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It may be necessary to explain that the picture in the Coursebook shows a typical UK street. In the UK, houses often have a small garden at the front as well as a larger garden at the back. You might also want to point out that it is quite common for people to keep pets. Ask learners if they can identify the pet in the picture (cat - house 1). 		
Resources/equipment needed: Coursebook page 173 Workbook page 145		

UNIT 10 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Designate the classroom into three areas: A, B and C. Tell the learners you will ask them questions with three answer options (A, B, C), and they are to move to the side of the classroom according to their answers. Ask these questions: Q1: <i>Which do you prefer, A: reading books, B: playing sport, C: doing homework?</i> Q2: <i>Where do you live, A: in a house, B: in an apartment, C: on a spaceship?</i> Q3: <i>How many people live in your home, A: less than five, B: more than five, C: over 20?</i> At the end of each question, encourage learners to make sentences based on the results, for example: <i>80% of us prefer playing sport; None of us live on a spaceship; About half of us have less than five people in our family.</i>
Resources	Main activity
Coursebook page 173	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to Activity 1. Ask them to briefly discuss the question. Elicit some examples of the language learners have looked at so far in the last few lessons. For example, percentages and fractions, amounts (<i>all, most</i>), surveys, places and populations. <p>CORE</p> <p>Feedback</p> <p>Have a class discussion. Encourage the learners to use the language they have learned so far in this unit to talk about the people in the class. Ask: <i>How many people are in the class? What percentage have a brother or a sister or both?</i></p>
Coursebook page 173	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the words in the wordpool boxes with the class. Explain that the picture shows a typical UK street. <p>CORE</p> <p>Feedback</p> <p>Elicit statements about the picture from the class. Make sure that each statement includes one word from each of the wordpool boxes.</p> <p>Possible answers</p> <p>Most of the houses have got a car. A third of the houses have got a bike. All of the houses have got a garden at the front. A quarter (25%) of the houses have got white cars. None of the houses have got a dog.</p>

<p>Workbook page 145</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. Ask learners to rewrite the whole sentence correctly (even if there is only one mistake). 2. Learners work individually to complete the task. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Check that all of the pairs agree on the answers. Have volunteers take it in turns to read aloud the correct sentences in full.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I live in Abu Dhabi. It's the capital of the UAE. 2 The population of my hometown is 3,220: three thousand, two hundred and twenty people. 3 Two thirds of the people in my class spend their free time reading books. 4 The interviewer asked me lots of questions as part of a survey. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners. If necessary, explain where the mistake in each sentence can be found, learners must suggest the correction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to complete this task in.
<p>Coursebook page 173</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. With the whole class, elicit some vocabulary that is specific to the learners' own homes and local areas, for example <i>apartment, apartment block, balcony, lift</i>. 2. Learners work individually to write about the homes on their street or in their local area. <p>CORE</p> <p>Feedback</p> <p>Circulate and check that everyone has used words from the wordpool boxes in their paragraphs.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Rather than a paragraph, allow learners to write three or four simple sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to add extra information to their paragraphs, for example: <i>Do you know the population of your town, street or local area? How do people in our area spend their free time?</i> <p>Answers</p> <p>Learners' own answers.</p>
<p>Workbook page 145</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first question and answer for the class. 2. Learners work in pairs to match the remaining questions to the answers. 3. Learners practise reading the conversation in pairs. 4. Go round monitoring, and check for pronunciation. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Have a confident pair read the conversation aloud.</p> <p>Answers</p> <p>1 b; 2 a; 3 c; 4 d</p>

Coursebook page 173	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the instructions and divide the class into groups. Try to make sure that each group contains an equal mix of learners who need support and those who are more confident. 2. Learners work in their groups to ask and answer questions about their streets and local areas. 3. Circulate and check that each learner is taking an active part in the discussion.. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. As a class, work out what percentage have cars/bikes, etc.</p> <p>Answers</p> <p>Learner's own answers.</p>		
Workbook page 145	<p>Workbook: Reflect on your learning</p> <ol style="list-style-type: none"> 1. Learners look back on the work they have done in the last seven lessons and complete the checklist. 		
Resources	<p>Plenary</p> <p>Have a class discussion about homes. What other things have they got in their homes? What things would they like to have? Why?</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to suggestions for raising money for a good cause. Speaking: To take part in a discussion about raising money for a good cause. Reading: To read news articles about raising money for a good cause. Writing: To write a news article about raising money for a good cause.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary related to good causes and fundraising • write a short news article about raising money for a good cause.
Link to prior learning: <ul style="list-style-type: none"> • Present simple and continuous • Present simple passive 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state and region. 		
Key vocabulary: <i>raise funds, fundraiser, collect, collection, donate, donation, appeal (noun), appeal (verb), volunteer (noun), volunteer (verb), generous, double (verb), fun run, cake sale</i> Key expressions/structure: Word families (nouns and verbs)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be beneficial to explain that it is common for children in the UK to take part in fundraising activities for their school, and other 'good causes', but it is not compulsory to do so. 		
Resources/equipment needed: Coursebook page 174 Workbook page 146		

UNIT 10 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 174	<ol style="list-style-type: none"> 1. Write <i>A good cause</i> on the board and elicit or explain its meaning (a plan or an activity that people support or do, such as collecting money to help people who are ill, because they think it will have a positive effect). 2. Learners work in groups to discuss the starter questions and to brainstorm some examples of good causes. 3. The groups report back to the class. Add some of their ideas to the board.
Resources	Main activity
Coursebook page 174	<p>Reading and vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs to discuss ideas for ways of raising money for a new school bus. 2. Learners read the article and compare the information with their own ideas. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Did any of the pairs have the idea of a book sale before they read the article?</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners. Deal with any questions about vocabulary as they arise. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to read the article. Encourage them to underline any new words so that they can check them after they have finished reading.
Coursebook page 174	<p>Reading and vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. 2. Learners work in pairs to complete the task. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the class, and check that all learners are clear on the part of speech for word.</p> <p>Answers</p> <p>1 raise V; 2 generous Adj; 3 fundraiser N; 4 donate V; 5 volunteer N; 6 double V</p>
Workbook page 146	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class. Point out that in this exercise, learners simply need to decide the correct form of the verb (present simple, past simple, etc.). If necessary, model the first answer for the class (we are raising). 2. Learners work individually to complete the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with a partner and peer correct. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 are raising; 2 collect; 3 volunteer; 4 donated</p>

Workbook page 146	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners of the verbs and nouns from the sentences in the previous activity, and explain that these are the words they can use to complete the article. Point out that verb forms may not be the same (different tenses) and they may also need to change them into nouns (singular or plural). 2. Learners complete the news article with verbs and nouns from the root words in Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteers take it in turns to read the sentences of the article aloud, including the correct answers. Learners raise their hands if they think one of the answers is incorrect.</p> <p>Answers</p> <p>1 raise; 2 collect/raise; 3 volunteer; 4 donation</p>
Coursebook page 174	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the story options with the class, and elicit some possible details for each headline. Encourage learners to use vocabulary from the lesson in their articles. 2. Learners work individually to write their news articles. 3. Learners work in pairs to read each other their stories and to check for any obvious mistakes. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit feedback from the pairs, and discuss some of the ideas. Have one or two confident learners read their articles aloud.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners plenty of group talking time to discuss their ideas. Encourage them to use their own real-life experiences to help them come up with ideas. 2. You could give them a writing frame to support their writing, for example: <ul style="list-style-type: none"> • Introduction - What was the event? Where and when did it happen? Who was involved? • What was the charity /purpose of the event. Why is this a good cause? • How much money did they raise? <p>Remind learners to use past tenses to write their articles.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to challenge themselves by including all of the vocabulary from Activity 2. 2. Ask them to add a further paragraph to their articles about future plans by the same people to raise money for charity, perhaps in a different way or for a different charity.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion about some of the good causes that you put on the board in the starter activity. If learners wanted to raise money for those causes, how would they go about it? Elicit some ideas and discuss how they could be implemented.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to ideas in a conversation about a fable. Speaking: To make predictions about whether a story is a fable based on its introduction. Reading: To read the first half of a fable. Writing: To write a possible ending for the fable.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a traditional story • use vocabulary related to giving (<i>collect, generous, etc.</i>) • use their imaginations to write a possible ending to a story.
Link to prior learning: <ul style="list-style-type: none"> • Fable: <i>The Tortoise and the Hare</i> • Vocabulary related to giving (<i>collect, generous</i>) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills. 		
Key vocabulary: <i>fiction, non-fiction, fable, moral, Hindi, king, palace, guard (noun), peasant, steal, thief, drought, prison, farmer, generous</i> Key expressions/structure: Time expressions (for example, <i>once, next, then, the next day</i>)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The reading text is a fable, and includes some examples of language that we don't use in a modern context. For example, like many fables, the story begins with <i>Once upon a time</i>. It would be unnatural to begin a modern story to begin with this phrase. Instead, <i>Once</i> or <i>One day</i> would be more appropriate. 		
Resources/equipment needed: Coursebook page 175 Workbook page 147		

UNIT 10 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 175	<ol style="list-style-type: none"> 1. Write <i>fiction</i> and <i>non-fiction</i> on the board. Call out some different types of text (for example, a comic book, a news article, an email, a blockbuster movie) and have the learners tell you whether they are fiction or non-fiction. 2. Learners work in groups to discuss the starter questions. 3. Have a feedback session with the class. Find out how many learners prefer fiction to non-fiction and elicit some reasons.
Resources	Main activity
Coursebook page 175	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners of the story of the <i>Tortoise and the Hare</i>, which they read in Unit 9 in the Workbook. Find out what they can remember about it. 2. Go through the information in the <i>Vocabulary</i> box and elicit any other fables learners know. Discuss the moral of each fable. 3. Learners read about Vimal Shinagadia and the first paragraph of <i>To Give</i> and work in pairs to discuss the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs.</p> <p>Answers</p> <p><i>To Give</i> is a fable. We know this because Vimal describes it as a 'traditional' story, and it begins with the phrase 'Once upon a time,' which is a standard way to begin fables.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners slightly more direct instructions/tasks: <i>Read about Vimal. How old is he? Where is he from? Read the first paragraph of 'To Give'. Is it a fable or a real life story?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. As well as discussing Vimal and the first paragraph, encourage learners to speculate about what they think might happen next in the story.
Workbook page 147	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the words in the left column for pronunciation. 2. Learners work individually to match the words to their meanings. <p>CORE</p> <p>Feedback</p> <p>Chain feedback. Have a learner call out a word from the left column and nominate another learner to read out the correct meaning. This learner calls out the next word, and so on. Explain that learners will need to know these key words to understand the next part of the story.</p> <p>Answers</p> <p>1 c; 2 a; 3 d; 4 b</p>

<p>Coursebook page 175</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the questions with the class. Encourage learners to underline anything they don't understand as they read, and to continue reading to the end of the text. 2. Learners read the next part of the story and discuss the questions with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Go through any words or phrases that any of the learners underlined.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 So that he would be the first to collect money from the king in the morning. 2 They thought he was a thief. 3 Droughts came and thieves stole his animals. 4 He let the man out of the prison and gave him ten gold pieces, so that he could change his fortune. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners look for the answers for questions 1 and 4 only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to read the text in.
<p>Workbook page 147</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the conversation. 2. Learners work in their pairs to practise reading the conversation aloud. Circulate, and give help with pronunciation where necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask a pair to read their conversation aloud.</p> <p>Answers</p> <p>1 peasant; 2 thief; 3 steal; 4 drought</p>
<p>Workbook page 147</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answers with the class. Deal with any questions or issues. 2. Learners work individually to complete the task. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>Beginning a story: A few days/weeks/months ago, Last week/month/year, Once Continuing a story: After that, Next, The next day/week/month, Then Finishing a story: Finally, In the end</p>

Coursebook page 175	Writing: Activity 3		
	<ol style="list-style-type: none"> 1. Draw learners' attention to the underlined phrases in the first paragraph of the story (<i>Once upon a time, Every morning</i>) and explain (or elicit) that these are useful expressions for explaining when an action takes place. 2. Go through the information in the <i>Writing tip</i> box, and give learners a few minutes to look back through the rest of the story to find two more time expressions (<i>One night, The next morning</i>). 3. Encourage learners to use their own imaginations to think of a possible ending for the story. Allow them a few minutes to make some notes in their notebooks. 4. Explain that you would them like to write their endings to the story, and that you want their endings to include at least one time expression. 5. Learners work individually to write possible story endings. 		
	CORE		
	Feedback		
	If time is limited, have learners write their endings for homework. They will share their ideas about possible endings for this story at the beginning of next lesson.		
Answers			
Learners' own answers.			
Differentiation activities (Support):			
<ol style="list-style-type: none"> 1. Provide these learners with the following two time expressions and ask them to finish the sentences using their own ideas about what could happen next in the story: <i>The next day ...</i> <i>Finally ...</i> 			
Differentiation activities (Stretch):			
<ol style="list-style-type: none"> 1. Ask these learners to include a minimum of three time expressions in their story endings. 			
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Find out what learners think about the story <i>To Give</i> so far: <i>Is it a good story? Why? Why not?</i> Without going into too much detail about their predictions for how the story will end, can they guess what the moral of the story will be? 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.			
(G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support).			
(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to parts of a fable. Speaking: To read out parts of a fable. To discuss how the fable was written. Reading: To read parts of a fable. Writing: To order the events of the fable.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a fable and understand its moral • read parts of a story aloud • understand why repetition can be a useful device in storytelling.
Link to prior learning: <ul style="list-style-type: none"> • Fables: <i>The Tortoise and the Hare</i>, the first part of <i>To Give</i> • Vocabulary related to giving (<i>collect, generous, double</i>) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills. 		
Key vocabulary: <i>satisfied, wealth, wise, share</i> (verb), <i>pleasure, generous, double</i> (verb) Key expressions/structure: Time expressions (for example, <i>once, next, then, the next day</i>)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Activity 7 asks the learners to think about why the writer of the fable uses repetition. There is no correct answer for this particular question, the object is to get the learners to speculate about fables in general, and to understand some of the differences between this kind of text, and a more straightforward narrative, such as a news story. 		
Resources/equipment needed: Coursebook page 176 Workbook page 148		

UNIT 10 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Recap on the events of the story that you read in the previous lesson. Check that all learners have written a possible ending for <i>To Give</i>, and divide the class into groups of three.
Resources	Main activity
Coursebook page 176	<p>Reading and speaking: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions and divide the class into groups. If possible, make sure that each group includes an equal mix of learners who need more support and those who are more confident. Learners read each other their endings for <i>To Give</i> and work together to discuss the similarities and differences. Go round monitoring, giving help where necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out what some of the ideas for the ending were. What does the class think is the most probable and improbable suggestion?</p> <p>Answers</p> <p>Learners' own answers.</p>
Workbook page 148	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Read out the first word in the left column (satisfied) and find out if anyone can explain what it means. Draw learners' attention to the definitions in the right column and give them a few moments to read through them. Elicit (or provide) the correct definition for satisfied (<i>pleased because you got something you wanted</i>). Learners match the remaining words to their definitions.. <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class. Explain that learners will need to know these key words to understand the next part of the story.</p> <p>Answers</p> <p>1 c; 2 e; 3 b; 4 a; 5 d</p>

<p>Coursebook page 176</p>	<p>Reading and speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Reading strategy</i> box, and have learners assign roles within their groups. 2. Learners work in groups to read the rest of the story aloud. Go round monitoring, giving help with pronunciation where necessary. 3. The groups discuss the fable's ending and how it compared with their own ideas. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the groups. Was anyone's ending similar to the actual story?</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Suggest that these learners take on either the role of the king or the peasant. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Suggest that these learners take on the role of the narrator..
<p>Coursebook page 176</p>	<p>Reading and speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the instructions and the questions with the class. 2. Learners work in their groups to discuss the questions. 3. Have the groups join other groups to compare what they have discussed, and to come to decisions about their responses to each of the questions. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class, and discuss some possible answers to each of the questions. Make sure that everyone is clear on the moral of the story.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. He uses the word gold 10 times. Other words the writer repeats several times: <i>generous, wealth, king, peasant, poor.</i> 2. The peasant going back to the palace and the king giving him gold. If these actions had only happened once, the story would be less dramatic. The peasant's determination is shown when he goes back to the palace again and again. 3. The moral of the story is that it's good to share your wealth.
<p>Workbook page 148</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners work individually to put the events of the fable in the correct order. 2. Learners compare their answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 c; 2 k; 3 j; 4 b; 5 e; 6 f; 7 a; 8 g; 9 h; 10 i; 11 d</p>

Workbook page 148	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> Go through the instructions and explain that learners can choose the option that represents their own opinion (there is no correct answer), but they must continue the sentence with a clear reason. If necessary, model an example, e.g <i>I like the story 'To Give' because it teaches us an important lesson about helping others.</i> Learners select an option and complete each sentence with a reason. Circulate, and give help where necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their ideas with a partner. Have a quick feedback session with the class, and elicit some example opinions. Find out if the other learners agree.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Play <i>Backs to the Board</i>, using the vocabulary from the left columns of Workbook pages 147 and 148, Activities 1 and 4. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G7.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential or chronological order, proposition, and support).</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for key pieces of information in a radio news item. Speaking: To take part in a brainstorming session about possible acts of kindness. Reading: To read and respond to questions about a radio news item. Writing: To complete sentences about acts of kindness.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and understand a short radio news item • make and listen to suggestions for possible acts of kindness.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to giving and fundraising • Vocabulary related to challenges 21st Century Skills: <ul style="list-style-type: none"> • Reinforce working harmoniously within a diverse group, knowing when to listen, and respecting cultural differences. 		
Key vocabulary: <i>act</i> (noun), <i>kindness</i> , <i>challenge</i> , <i>elderly</i> , <i>charity</i> , <i>record</i> (verb), <i>anonymous</i> , <i>take part</i> , <i>helpful</i> , <i>umbrella</i> Key expressions/structure: Present continuous; Present simple; <i>will</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to pre-teach the noun <i>act</i> (something that you do). 		
Resources/equipment needed: Coursebook page 177 Workbook page 149 Audio track 47		

UNIT 10 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 177	<ol style="list-style-type: none"> 1. Have a class discussion about the news. Elicit some examples of current news stories, and ask learners to tell you how they know about those stories: from TV? The Internet? Radio? 2. Learners work in groups to discuss the starter questions. 3. The groups report back to the class.
Resources	Main activity
Coursebook page 177 Audio Track 47	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Listening strategy</i> box, and explain that these are the three pieces of information they need to listen out for the first time they hear the radio news story. 2. Play the recording. Learners complete the notes. 3. Learners compare their notes with a partner. Play the recording again, if necessary. <p>CORE</p> <p>Feedback</p> <p>Have different pairs read out their notes, and find out if the other pairs made similar notes. Play the recording again, and clarify the key pieces of information.</p> <p>Answers</p> <p>Who: schoolchildren Where: all over the country What: The Kindness Challenge – doing acts of kindness for a competition to find out which school is the kindest</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to check their notes with the listening script after the first time they have listened to the recording. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to make notes about at least two more pieces of information in the story.
Coursebook page 177 Audio Track 47	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the questions with the class, then play the recording again. 2. Learners discuss the answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Circulate, and check that all of the pairs agree on the answers. Play the recording again, if necessary.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 helping an elderly person with their shopping, raising money for charity 2 write details about each act of kindness on a card, and put it in a special box 3 their name 4 At the end of the month, the schools will add up all of the cards and the school with the most acts of kindness will be the country's kindest.

	<p>Differentiation activities (Support):</p> <p>1. Have these learners only listen for the answers to questions 1 and 4.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Have these learners attempt to make notes answering the questions before they listen to the recording to check their answers.</p>
Workbook page 149	<p>Workbook: Activity 1</p> <p>1. Go through the instructions and the example answer with the class. Explain that these are words that appeared in the listening.</p> <p>2. Learners work individually to complete each definition.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Display the answers for learners to self-correct.</p> <p>Answers</p> <p>1 kindness; 2 charity; 3 anonymous; 4 helpful, 5 challenge</p>
	<p>Differentiation activities (Support):</p> <p>1. Allow learners to refer to the listening script for Audio track 47.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Have learners cover the left column with the first letters and letter spaces provided, so that they must guess the words 'blind'.</p>
Coursebook page 177	<p>Speaking: Activity 3</p> <p>1. Divide the class into groups of four or five and go through the instructions. If possible, make sure that each group contains a mix of learners who need support and those who are more confident.</p> <p>2. Learners work in groups to brainstorm ideas.</p> <p>3. Circulate. Make sure that all learners are taking an active part in the discussion.</p> <p>CORE</p> <p>Feedback</p> <p>The groups report back to the class. As a class, see if you can come to a consensus about some of the best ideas for possible acts of kindness.</p> <p>Answers</p> <p>Learners' own answers.</p>
Workbook page 149	<p>Workbook: Activity 2</p> <p>1. Go through the instructions and, if necessary, model the first answer (Raise).</p> <p>2. Learners complete the sentences with the verbs in the box.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Call out each verb in the box and have volunteers complete the sentences for you.</p> <p>Answers</p> <p>1 Raise; 2 Give; 3 Help; 4 Read</p>
Resources	Plenary
	<p>1. Find out what learners think about The Kindness Challenge as an idea. Do they think it would be a success? How well do they think their school would do? Is there anything they would change about the challenge to make it better?</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to statements using <i>look</i> and <i>seem</i> . Speaking: To speculate using <i>look</i> and <i>seem</i> . Reading: To read conversations using <i>look</i> and <i>seem</i> . Writing: To complete a conversation, and statements, using <i>look</i> and <i>seem</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>look</i> and <i>seem</i> to talk about the impression we get from something • speculate about people and situations using <i>look</i> and <i>seem</i>.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills. 		
Key vocabulary: <i>tired, angry, excited, helpful, artistic, busy, creative, friendly, generous, happy, kind, late, relaxed</i> Key expressions/structure: <i>look</i> and <i>seem</i> + adjective		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be useful to explain that <i>look</i> and <i>seem</i> are very similar in meaning. <i>Look</i> is generally used when there is visible evidence. <i>Seem</i> can also be used when there is visible evidence, but may also be used when you think something is the case even though there is no visible evidence. However, many native English speakers also use <i>look</i>, even though there is no visible evidence. 		
Resources/equipment needed: Coursebook pages 177 and 178 Workbook page 150 Images from books or magazines as prompts for the plenary		

UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Recap on the work you did in the previous lesson. What was the radio news story about? What can learners remember about The Kindness Challenge? What were some of the best ideas that came out of their brainstorming session?</p>
Resources	Main activity
<p>Workbook page 150</p>	<p>Workbook: Activity 3</p> <p>1. Learners work individually to complete the conversation. 2. Learners compare their answers with a partner and practise reading the conversation aloud.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Put pairs with another pair and ask each pair to read the conversation aloud. If they agree on the answers, the four should put their hands up. Have a confident pair read the conversation in front of the whole class.</p> <p>Answers</p> <p>1 tired; 2 finished; 3 charity; 4 Challenge; 5 like; 6 raise; 7 generous</p>
<p>Coursebook page 177</p>	<p>Vocabulary: Activity 4</p> <p>1. Draw learners' attention to the pictures and elicit what they can see in each one. Encourage the learners to say what they think is happening in each situation. 2. Learners work in pairs to read the conversations and match them to the pictures.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers, and have learners tell you what these conversations (and the conversation in Workbook Activity 3) have in common (they all use either <i>look</i> or <i>seem</i>).</p> <p>Answers</p> <p>Conversation 1: Picture 1 Conversation 2: Picture 2</p> <p>EXTENSION</p> <p>Have confident learners read the conversations aloud.</p>

<p>Coursebook page 178</p>	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> Go through the information in the <i>Use of English</i> box, and refer back to the conversations in Vocabulary: Activity 4. Elicit what follows each use of <i>look</i> or <i>seem</i> (an adjective). Learners work individually to choose the correct options to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers.</p> <p>Answers</p> <p>1 nice; 2 happy; 3 helpful; 4 excited</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Work closely with these learners. If necessary, explain which options are adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners cover the <i>Use of English</i> box when they are choosing the correct options to complete the sentences.
<p>Workbook page 150</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Learners work individually to reorder the words. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <ol style="list-style-type: none"> He seems angry. She doesn't look very excited. He doesn't seem very tired. He looks worried about the race. She seems happy to be home. He looks surprised.
<p>Coursebook page 178</p>	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> Go through all of the adjectives in the box for comprehension and pronunciation. Learners work in pairs to look at the pictures and to talk about what they think is happening using the words in the <i>Use of English</i> box. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Point out some good uses of language that you heard while monitoring, and have volunteers read out sentences describing each of the pictures.</p> <p>Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Have learners match the adjectives to the pictures before discussing what is happening in them.		
	Differentiation activities (Stretch): 1. Learners write two sentences for each picture.		
Resources	Plenary		
	1. Have learners look out of the classroom window and elicit some <i>look/seem</i> sentences based on what they can see. Alternatively, use a book or magazine with pictures for the learners to use as a source for speculation.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were... I would</i>, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example,</p> <ul style="list-style-type: none"> • making offers and requests • making suggestions • expressing likes and dislikes • expressing likes and dislikes • expressing preferences • giving advice using ought to, you'd better • obligating and prohibiting • making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.) • expressing agreement and disagreement • expressing opinion. <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to suggestions in a discussion about humanitarian aid and generosity. Speaking: To discuss issues related to humanitarian aid and generosity. Reading: To read a news article about humanitarian aid and generosity. Writing: To write long numbers as they are said.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary related to aid and generosity • take part in a group discussion about global and local issues.
Link to prior learning: <ul style="list-style-type: none"> • Percentages • Long numbers • Vocabulary related to giving and fundraising 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state and region. 		
Key vocabulary: <i>humanitarian aid, donor, gross national income, generous, natural disaster, drought, survey, stranger, volunteer, charity, charitable cause, rich, poor</i> Key expressions/structure: Percentages, long numbers, present simple, past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain that <i>aid</i> is very similar in meaning to <i>help</i>, but is often used in the context of giving support or food to other countries. 		
Resources/equipment needed: Coursebook page 179 Workbook page 151		

UNIT 10 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 179	<ol style="list-style-type: none"> Write the lesson title on the board and elicit some names of countries that the learners think are the most generous. Learners work in groups to discuss the starter questions. The groups report back to the class.
Resources	Main activity
Coursebook page 179	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Go through the words in the <i>Vocabulary</i> box and check that all learners are confident of their meaning and pronunciation. Learners work in groups to discuss the question, and then read the article. <p>CORE</p> <p>Feedback</p> <p>Ask groups to discuss: Did they predict the article's contents correctly? Give help with any difficult words or phrases.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Work closely with these learners. Assist when there are any words or phrases they don't fully understand. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Set a time limit for learners to read the article in. Encourage them to underline any words or phrases they are not familiar with, so they can check them later.
Coursebook page 179	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Go through the statements with the class and elicit some initial responses based on what learners can remember having read the article once already. Learners work individually to re-read the article and decide if the statements are true or false. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Go through the answers with the class. Make sure learners can provide the true information for the statements that are false.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 F (humanitarian aid helps people in poor countries); 2 T; 3 F (87% gave money to charity); 4 T</p>

<p>Workbook page 151</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that the numbers in the left column all appeared in the reading text. 2. Learners match the numbers to the explanations. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers by referring back to the reading text in the Coursebook. Call out a number and have volunteers read out the appropriate explanation. Other learners raise their hands if they disagree.</p> <p>Answers</p> <p>1 c; 2 e; 3 d; 4 a; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners that 1 and 5 refer to amounts, numbers 2, 3 & 4 are percentages. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners cover the right-hand column and write their own explanations for each number. 2. Learners uncover the right-hand column to check their answers.
<p>Workbook page 151</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. 2. Learners work individually to write the rest of the numbers in word form. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask for volunteers to write the full numbers on the board. The other learners raise their hands if they disagree.</p> <p>Answers</p> <p>1 eighteen point three six billion 2 one point two six 3 one point zero nine 4 eighty-seven 5 one/a half</p>
<p>Coursebook page 179</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Speaking tip</i> box and divide the class into groups of four or five. If possible, make sure that each group includes a mix of learners who need support and those who are more confident. 2. Learners work in groups to discuss the questions. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Find out what conclusions the groups came to, and whether they agreed or disagreed with one another. Highlight any good examples of involving others in the group discussion that you heard while monitoring.</p> <p>Answers</p> <p>Learners' own answers.</p>

Workbook page 151	Workbook: Activity 3 1. Learners work individually to complete the text with the words in the box. DESIRABLE Feedback Have learners take it in turns to read aloud the sentences in the article, including the correct answers. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 charity; 2 survey; 3 charitable; 4 volunteering; 5 countries; 6 rich; 7 generous; 8 donate EXTENSION Learners write eight short sentences, each sentence including one of the words from the box.		
Resources	Plenary Play <i>Backs to the board</i> with vocabulary from this lesson and other recent lessons, for example, <i>charity, donate, collect, generous, fundraiser, kindness, helpful, volunteer, humanitarian aid, drought</i> .		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to others in a discussion about good deeds. Speaking: To discuss good deeds. Reading: To read and complete sentences about a good deed, using time expressions. Writing: To write a version of the story of a good deed.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speculate about a story from a comic strip • write a version of a story from a comic strip • tell the story of a good deed.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to giving and charity • <i>look</i> and <i>seem</i> + adjective • Time expressions (for example, <i>once</i>, <i>next</i>, <i>then</i>, <i>the next day</i>) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state and region. 		
Key vocabulary: <i>elderly</i> , <i>taxi</i> , <i>meeting</i> Key expressions/structure: <i>look</i> and <i>seem</i> + adjective, Time expressions (for example, <i>once</i> , <i>next</i> , <i>then</i> , <i>the next day</i>)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain that <i>deed</i> has a very similar meaning to <i>act</i> (noun), but is slightly more old-fashioned. However, <i>good deed</i> is a common phrase, <i>good act</i> is not. 		
Resources/equipment needed: Coursebook page 180 Workbook page 152		

UNIT 10 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Review the vocabulary from the previous six lessons with a Vocabulary/Spelling game. For example, if the answer is <i>generous</i>, write _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first. If/When a learner guesses the word correctly, have them come to the front and choose a new word for the next round, and so on.
Resources	Main activity
<p>Coursebook page 180</p>	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and use them as a basis for a class discussion. Have volunteers suggest examples of the language you have covered, for example, <i>charity</i> and <i>fundraising</i>, <i>fables</i> and <i>morals</i>, <i>look</i> and <i>seem</i>. <p>CORE</p> <p>Feedback</p> <p>Identify and clarify any particular language points that learners have the most trouble with.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>EXTENSION</p> <ol style="list-style-type: none"> Learners work individually to write a sentence which has one 'Key vocabulary' word missing. They swap sentences with a partner who must guess the missing word.
<p>Coursebook page 180</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the example. Emphasise that there are no right or wrong answers, learners must use their own ideas based on what they can see in the pictures to make a story. Learners work in groups to discuss the comic strip and describe the events shown. <p>CORE</p> <p>Feedback</p> <p>Circulate and give help where necessary. Make sure that each group comes up with a story that reflects the events shown in the comic strip. Feedback on their ideas as you circulate.</p>

<p>Workbook page 152</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work individually to complete the sentences and match them to the comic strip panels in the Coursebook. Learners compare their ideas with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the answers with the class. Emphasise that these sentences (in the correct order) represent one interpretation of the events in the comic strip. There are other possible versions of the story (such as those they have discussed in the previous activity).</p> <p>Answers</p> <ol style="list-style-type: none"> When – Picture 2 Once – Picture 1 In the end – Picture 4 Next – Picture 3
<p>Coursebook page 180</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions and encourage learners to add as much detail as possible. Point out that they can use the version of the story they discussed in groups, or they can make a slightly different version. They can make the story longer and more interesting, and they can add characters or events if they want to. Learners work individually to write their own version of the story shown in the comic strip in their notebooks. <p>CORE</p> <p>Feedback</p> <p>When it is time for learners to stop writing, ask for a show of hands in response to these questions: <i>Does your story cover all four pictures? Does your story include time expressions and words from the previous six lessons? Does your story have a clear ending?</i> Allow more time for learners to make adjustments to their story if necessary.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to use the phrases in Workbook: Activity 1 as the basis of their stories. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Make sure learners' workbooks are closed during this activity.
<p>Coursebook page 180</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Have the learners work in pairs to read each other their stories and make comparisons. Go round monitoring, giving help where necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Were their versions different? In what ways?</p>

Workbook page 152	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and emphasise that learners don't have to be good at drawing to do this activity; they can draw stickmen. Also, point out that the good deed can be fact or fiction. Learners draw simple comic strips of good deeds and show them to a partner. Learners make guesses about one another's stories based on the comic strips. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Find out some of the learners' stories. Did their partners guess the events of the story correctly?</p> <p>Answers</p> <p>Learners' own answers.</p>		
Coursebook page 180	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Go through the instructions and the example exchange with the class. Tell them that if they can't think of any particular good deeds of their own, they could talk about a good deed that they have heard someone else did. Learners work in pairs to ask and answer questions about their own experiences of good deeds. <p>CORE</p> <p>Feedback</p> <p>Have a class discussion. Find out about some of the learners' experiences of good deeds.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Workbook page 152	<p>Workbook: Reflect on your learning</p> <ol style="list-style-type: none"> Learners look back on the work they have done in the last seven lessons and complete the checklist. <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Have a class vote about good deeds. Take a selection of the deeds that learners have discussed, and ask the class to decide which they think shows the kindest/most generous/most helpful behaviour. Discuss the outcome of the vote and elicit reasons. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p> <p>(G7.4.2.1.3) Use connecting words and phrases to link sentences (for example, in addition, apart from, as a result...).</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to opinions in a discussion about a survey. Speaking: To discuss which survey is the most effective. Reading: To read a text about how to plan a survey. Writing: To complete pie charts with the correct survey answers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • plan a survey and record the answers successfully • express opinions about the best way to approach a survey.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to surveys • Fractions and percentages 21st Century Skills: <ul style="list-style-type: none"> • Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language. 		
Key vocabulary: <i>survey, subject, topic, relevant, airline, politely, interview, graph, pie chart, option, indoors, outdoors, technology, baseball, leisure centre, stadium</i> Key expressions/structure: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Speaking: Activity 3 asks learners to look at two different approaches to asking questions and recording results in a survey, and to determine which approach they think is the best. For this they need to use critical thinking, informed by the advice provided in the Reading text. • It may be necessary to explain that <i>topic</i> and <i>subject</i> have very similar meanings in this context. 		
Resources/equipment needed: Coursebook page 181 Workbook pages 153 and 154		

UNIT 10 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 181	<ol style="list-style-type: none">1. Remind learners of the survey they did in Lessons 3 and 4 of this unit. Elicit some of the questions and the results.2. Learners work in pairs to discuss the starter question.3. Have a class discussion; elicit feedback from the pairs' discussions.
Resources	Main activity
Coursebook page 181	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Go through the instructions and the headings in the box with the class.2. Learners match the headings to the paragraphs. <p>CORE</p> <p>Feedback</p> <p>Read aloud the first heading. Learners raise their hands if they know the answer. Choose a volunteer to read aloud the paragraph that matches the heading. Repeat with the remaining headings.</p> <p>Answers</p> <ol style="list-style-type: none">a Choosing the topicb Deciding who to askc Writing the questionsd Asking the questionse Understanding the results <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Provide these learners with the heading of paragraph a (Choosing a topic) as an example.2. Work closely with these learners, and help with words which have similar meanings (for example, <i>topic/subject, answers/results</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners work in pairs, taking it in turns to read each paragraph aloud, while the other listens and identifies the correct heading.

<p>Coursebook page 181</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and make sure that learners know that they will need to re-read all of the paragraphs again to find the answers. 2. Learners re-read the text and select true or false for each statement. <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class. Check that learners can provide the true version of each false statement.</p> <p>Answers</p> <p>1 F (it should be a subject you are interested in); 2 T; 3 T; 4 F (it is a good idea to tell people how long the interview will take); 5 T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To help these learners find the answers more easily, point out that the statements are in the same order as the paragraphs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners complete the activity before re-reading the texts to check their answers.
<p>Workbook page 153</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions, and explain that these sentences could all be said by people who are planning or doing a survey. 2. Learners work in pairs to read the sentences and match them to an appropriate paragraph from the text in the Coursebook. <p>DESIRABLE</p> <p>Feedback</p> <p>Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 d; 2 a; 3 e; 4 c; 5 a; 6 b; 7 e; 8 b; 9 d; 10 c</p>
<p>Coursebook page 181</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that these are two small examples of different approaches to recording the results of a survey. Elicit some of the differences between the two (for example, the first is handwritten, the second is organised in a table). 2. Learners work in pairs to look at the parts of the survey and decide which they think is best. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs and discuss reasons.</p> <p>Example answer</p> <p>The second survey is better. It uses a closed question, and the results are recorded more clearly. It will be easier to convert the results into fractions or percentages.</p>

Workbook page 154	<p>Workbook: Activity 2</p> <p>1. Go through the instructions and the example answer with the class. Explain that learners must complete the remaining gaps in the pie charts, according to the information recorded in the table.</p> <p>2. Learners work individually to read the survey and fill in the gaps in the pie charts.</p> <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class. Explain that this illustrates a good way to record answers and then present the results visually.</p> <p>Answers</p> <p>1 Watching 2 Doing 3 Outdoors/Leisure centre 4 Leisure centre/Outdoors 5 Stadium 6 Home</p>		
Resources Workbook page 154	<p>Plenary</p> <p>1. Quickly carry out the survey in Workbook: Activity 2 with the whole class. Ask for a show of hands for each question and record the results on the board.</p> <p>2. Encourage learners to convert the results into percentages.</p> <p>3. Learners make sentences summarising the results of the survey, for example <i>Sixty per cent of us prefer to do sports in a leisure centre.</i></p>		
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read sentences, questions and texts using vocabulary and grammar covered in unit 10. Writing: To complete sentences and texts using vocabulary and grammar covered in unit 10.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use fractions and percentages, and amounts followed (or not) by <i>of</i> • use time expressions appropriately • use vocabulary for talking about charitable causes and acts of kindness • use definite article with places and buildings • use <i>look/seem</i> to talk about impressions.
Link to prior learning: <ul style="list-style-type: none"> • Fractions and percentages • Vocabulary related to giving/acts of kindness • Time expressions • Expressions of quantity followed by <i>of</i> • The definite article with places and buildings • <i>look/seem</i> + adjective 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>fractions, percentages, third, quarter, half, tenth, fifth, generous, collection, double (verb), raise, helpful, charitable cause, charity, donate, collect, contrast, skiing, mountain climbing, capital, plateau, architecture</i> Key expressions/structure: Time expressions, Expressions of quantity followed by <i>of</i> , The definite article with places and buildings, <i>look/seem</i> + adjective		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In Coursebook Activity 4, it may be necessary to explain some of the vocabulary (for example, <i>plateau, architecture</i>), or to allow learners to check their dictionaries. 		
Resources/equipment needed: Coursebook page 182		

UNIT 10 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the following on the board and explain that a single word is missing or there is a mistake in each one. <ol style="list-style-type: none"> <i>A quarter us read comics.</i> <i>The tallest man-made structure is Burj Khalifa.</i> <i>He looks busily.</i> Learners work in groups to decide which word is missing from each sentence and where it should go. Elicit the correct answers from the groups. (<i>a A quarter of us ...</i>, <i>b structure is the Burj Khalifa.</i>, <i>c He looks busy.</i>)
Resources	Main activity
<p>Coursebook page 182</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Explain to learners that in this first activity they will be reviewing fractions and percentages. Ask various learners to read each of the words (1-5) and the percentages (a-e) aloud. Correct any pronunciation problems. Learners match the fractions to the percentages. <p>CORE</p> <p>Feedback</p> <p>Chain feedback. Choose six learners. Number them 1 to 6. Learner 1 reads out item 1, then Learner 2 provides the correct percentage and reads out item 2. Continue until Learner 6 has read out the final percentage.</p> <p>Answers</p> <p>1 c; 2 b; 3 e; 4 d; 5 a</p>
<p>Coursebook page 182</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Explain to learners that in this activity they will be reviewing vocabulary to do with acts of kindness. Go through the instructions and the example answer with the class. Learners choose the correct options. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers with a partner and peer correct.</p> <p>Answers</p> <p>1 generous; 2 double; 3 raise; 4 helpful; 5 charitable</p>

<p>Coursebook page 182</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that in this activity learners will be reviewing time expressions. 2. Elicit some examples of time expressions that learners can remember from the fable <i>To Give (Once / Once upon a time)</i>. Ask: <i>Why are time expressions useful in a story?</i> (Because they help the reader to understand when things happened, and what order they happened in.) 3. Go through the instructions and the example answer with the class. 4. Learners work individually to choose the correct options. <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to read the correct sentences aloud. Elicit other possibilities for each of the time expressions used here, for example <i>Last September</i> instead of <i>A few months ago</i>.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 A few months ago 2 Every day 3 One day 4 Finally <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with the learners. Explain why 2 is <i>Every day</i> (the action is repeated) and 3 is <i>One day</i> (the donation happened once). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the wordpool box and write time expressions they think would be appropriate for each gap. 2. Learners uncover the wordpool box to compare their answers. <p>EXTENSION</p> <p>Learners write a very short story about an act of kindness that includes all four time expressions in the box.</p>
<p>Coursebook page 182</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the example answers and elicit the reasons why <i>the</i> is or isn't needed (<i>Spain</i> is a country name, <i>north</i> is a region). 2. Learners complete the text with <i>the</i> or <i>-</i>. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class, and in each case check that learners can identify the reason <i>the</i> is or isn't needed.</p> <p>Answers</p> <p>1 -; 2 the; 3 the; 4 the; 5 the; 6 the; 7 the; 8 -; 9 the; 10 -; 11 the; 12 the</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to the <i>Use of English</i> box from Lesson 6 during this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to complete the task in. <p>EXTENSION</p> <p>Have learners write a similar short paragraph about the UAE.</p>

Coursebook page 182	Use of English: Activity 5 1. Go through the instructions with the class. 2. Learners choose the correct options. CORE Feedback Have learners take it in turns to read out the correct sentences. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 of; 2 seems; 3 happy; 4 of; 5 seem; 6 – </div>		
Resources	Plenary		
	1. Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work in future?		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss plans for a survey. Reading: To read suggestions and notes for survey topics. Writing: To write survey questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary for talking about surveys • collaborate with peers in a discussion about planning a survey • write survey questions.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and advice for surveys • Free time activities • Charity and acts of kindness • Places and buildings 21st Century Skills: <ul style="list-style-type: none"> • Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing). 		
Key vocabulary: <i>topic, charity, charitable cause, population, landmark, interviewee, visual aid, pie chart, graph</i> Key expressions/structure: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be beneficial to explain and illustrate the difference between pie charts and graphs. 		
Resources/equipment needed: Coursebook pages 183 and 184		

UNIT 10 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Find out what learners can remember about making a survey from the text they read in Lesson 15. Elicit the main points of the text that refer to planning and doing a survey. For example: <ol style="list-style-type: none"> Choose a topic you are interested in. Make sure the people you ask will also have an interest in the topic. Use <i>Yes/No</i> questions, or questions with limited options. Be polite, tell the interviewee how long it will take. Record answers carefully. Explain that in this lesson learners will prepare a survey of their own, and in the next lesson they will present the survey's results to the rest of the class.
Resources	Main activity
<p>Coursebook page 183</p>	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> Divide the class into groups of four or five (it will be easier if there is an even number of groups), and go through the instructions and the possible topics. The groups discuss possible topics and make a decision. <p>CORE</p> <p>Feedback</p> <p>Circulate and make sure that each group has decided on a topic that they are confident they will be able to write survey questions about.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to choose one of the given topics, and have them look back through the relevant material in the unit. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to create an entirely new topic for the survey. Make sure it is something they are all interested in.
<p>Coursebook page 184</p>	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> Remind learners that it will be easier for them to record the results if they write <i>Yes/No</i> questions, or questions with limited options. Encourage learners to use the prompts in the topic boxes as the basis of their questions. Also, direct learners' attention back to the Class Survey questions in Lesson 3. Emphasise that the learners' own questions don't need to be any longer or more complicated than these, and point out all of the questions are either <i>Yes/No</i> questions or have limited options. Learners work together to write five questions for their survey. <p>CORE</p> <p>Feedback</p> <p>Circulate, and give help where necessary. Make sure the groups have checked their questions for accuracy.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Have these learners write just three questions in their survey. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have these learners write more than five questions.

Coursebook page 184	Preparation: Activity 3 1. Go through the instructions and the reminder in the <i>Speaking tip</i> . 2. The groups take it in turns to ask and answer each other's survey questions. Each group goes round the other groups until all the learners have answered all of the other surveys' questions. 3. Go round monitoring, giving help where necessary. CORE Feedback Check that all of the groups have recorded their answers.		
Coursebook page 184	Preparation: Activity 4 1. The groups gather their results and begin their preparations for the next lesson's presentation, including thinking about visual aids. CORE Feedback Check that all groups know what they have to do to prepare the presentation of their survey's results in the next lesson.		
Resources	Plenary 1. Have a class discussion about what they can do with the results of their survey. 2. Remind learners of the work they did in Lesson 4. Elicit how to convert results into percentages (as in the <i>Did you know?</i> box in Lesson 4).		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, and synthesise information selectively to maintain the flow of ideas.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give presentations in front of the class and answer questions about it. Listening: To listen to presentations and ask questions about them. Reading: To read a self-assessment checklist.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • prepare a presentation of a survey's results • present results to the class as part of an organised group presentation • reflect on and assess their group's presentation.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary and advice for surveys • Free time activities • Charity and acts of kindness • Places and buildings • Present simple • Fractions and percentages 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. 		
Key vocabulary: <i>results, survey, introduction, conclusion</i> Key expressions/structure: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • To avoid complications with reported speech, encourage learners to present their survey's results using present simple, for example <i>20% of the class prefer tennis to football.</i> 		
Resources/equipment needed: Coursebook page 184 Pie charts, graphs, images to illustrate the presentations		

UNIT 10 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Have a class discussion about presenting the survey results. Elicit, or provide, some of the things that learners should remember when giving a presentation, for example be prepared, speak clearly, be ready to answer questions from the rest of the class at the end of the presentation.
Resources	Main activity
Coursebook page 184	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Put learners into the same groups as the previous lesson and go through the instructions with the class. Draw learners' attention to the example sentences and opening sentences. Explain that these may be useful phrases for them to use in their presentations. Point out that they will need to be prepared for other learners asking questions at the end of their presentations. 2. Learners work in groups to look back at their results and to put together their visual aids. 3. Learners rehearse their talks in their groups. 4. Go round monitoring and giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Make sure that all of the groups are satisfied that they are ready to give their presentation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain that learners just need to use and complete the example sentences provided. They should choose who will say which sentence, and use the same order of sentences for their presentation. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure that learners expand on the example sentences, and use more sentences of their own during their presentations.
Coursebook page 184	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class and make sure that learners know to think about questions they can ask the groups at the end of their talks. 2. The groups take it in turns to present their surveys' results. Their classmates listen, and ask questions at the end of each presentation. <p>CORE</p> <p>Feedback</p> <p>When all of the groups have given their presentation, have a quick feedback session. Elicit some particularly good points in the talks and choose some that could have been expanded on.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to work in pairs to think of just one question to ask each group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to add a follow-up question to their initial question for each group.

Coursebook page 184	Presentation: Activity 7 1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system. 2. Learners work individually to rate their groups' presentation. 3. Learners reconvene in their groups to compare their assessments of the group's talk. CORE Feedback Have a feedback session with the class. Find out how the groups felt about their own presentation. Did all of the members of each group agree with one another? Why? Why not?		
Resources	Plenary 1. Have a class discussion about the different surveys' results. Were they surprised by any of the results? Which groups asked the most interesting questions in their survey? Have the surveys taught them anything about themselves, or as a class, that they didn't already know?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and answer questions about holiday plans. Speaking: To discuss holiday plans. Reading: To read about holiday plans.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand descriptions of holiday plans • classify information by categorising words and phrases.
Link to prior learning: <ul style="list-style-type: none"> • Future forms: <i>going to</i>, Present continuous • Vocabulary for outdoor activities 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively, and critically in English. 		
Key vocabulary: <i>apartment, coast, windsurfing, sailing, theme park, journey, explore, accommodation, sports facility, tennis courts, park, sightseeing, hiking, hotel, beach, swimming pool, boat trip, campsite, lake, mountain, ice rink, football pitch, swimming, holiday home</i> Key expressions/structure: Exposure to compound nouns, Future forms: <i>going to</i> , Present continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be beneficial to pre-teach some of the category descriptions in this lesson, for example <i>accommodation</i> (somewhere you can stay), <i>sports facility</i> (a place for playing sports), <i>features of the landscape</i> (the things you might see in a large area of countryside, such as mountains or forests). 		
Resources/equipment needed: Coursebook pages 185 and 186 Workbook pages 155 and 156		

UNIT 11 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 185	<ol style="list-style-type: none"> 1. Write <i>Holidays</i> on the board and elicit one or two examples of learners' holiday experiences. 2. Learners work in groups to discuss some of their holiday experiences. 3. The groups report back to the class. Find out some details for a few of the learners' experiences. Where did they go? Where did they stay? What did they do there? 4. Learners look at the two images in the book and discuss the starter question in their groups. 5. Elicit feedback from the groups.
Resources	Main activity
Coursebook page 185	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the categories with the class, and check everyone understands <i>accommodation</i> (somewhere you can stay) and <i>sports facility</i> (a place for playing sports). Make sure that learners know that they only need to read the text on the right (not the texts below). 2. Learners work individually to match the underlined phrases to the categories. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class. Have a brief discussion about the holiday. Would learners like to go on a trip like this? Why? Why not?</p> <p>Answers</p> <p>1 an apartment; 2 sightseeing / playing tennis; 3 tennis courts; 4 Central Park</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners. At each underlined word/phrase elicit the correct category. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to read the text. Learners then cover the text and write the correct words and phrases for each category. 2. Learners uncover the text to check their answers.
Coursebook page 185	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Make sure learners have a means of finding the countries (i.e. a map, globe, atlas, or the Internet). 2. Explain to learners that it doesn't matter if they don't understand every word at this stage, the important thing is to find the information they need in the texts to complete the task. 3. Learners work in pairs to read the texts and match them to the countries. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Find out what learners know about these countries.</p> <p>Answers</p> <p>a Brazil; b The Kingdom of Saudi Arabia; 3 Japan; 4 Croatia</p>

<p>Workbook page 155</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the example description and answer with the class. Explain that these are the places that the young people wrote about in the Coursebook reading text. 2. Learners work individually to look at the explanations and the pictures, and complete the place names. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers with a partner and peer correct.</p> <p>Answers</p> <p>1 New York City; 2 Mount Fuji; 3 Red Sea; 4 Praia do Rosa; 5 Dubrovnik</p>
<p>Coursebook page 186</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the texts and find words for each category. 2. Learners work in pairs to compare their ideas. 3. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the pairs.</p> <p>Answers</p> <p>types of holiday accommodation: hotel, campsite, apartment holiday activities: windsurfing, sailing, whale watching, ice skating, roller skating, sightseeing tour, boat trip sports facilities: tennis courts, swimming pool features of the landscape: coast, beach, hot springs, islands</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide these learners with the answers in jumbled form. 2. Learners read the texts, then match the words to the categories. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Provide these learners with a list of the categories. 2. Set a time limit for learners to read the texts. 3. Learners close their books and discuss the words that they can remember that match each of the categories.
<p>Workbook page 155</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the words in the box with the class, checking for comprehension and pronunciation. 2. Learners work individually to complete the table. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner. Check that all of the pairs agree on the answers.</p> <p>Answers</p> <p>Accommodation: apartment, hotel, campsite, holiday home Holiday activities: sightseeing, hiking, swimming, boat trip Sports facilities: tennis courts, swimming pool, ice rink, football pitch Features of the landscape: park, beach, lake, mountain</p>

Workbook pages 155 and 156	Workbook: Activity 3 1. Learners work individually to re-order the words to make sentences. 2. Learners compare their answers with a partner. DESIRABLE Feedback Elicit the correct answers from the pairs. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answers</div> 1 We're going to stay in a hotel. 2 I'm going to the coast with my family. 3 We're going on a boat trip. 4 You can play tennis in the park. 5 We're driving there, so we can take our tent. 6 I'm really looking forward to it.		
Resources	Plenary 1. Play <i>Backs to the Board</i> using vocabulary from the lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.2.1.1.4) Speak about future plans using present simple for fixed plans. (G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes. (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to opinions in a discussion about holiday plans. Speaking: To discuss personal opinions about holiday plans. Reading: To read and combine nouns. Writing: To write sentences using compound nouns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise and identify compound nouns use compound nouns correctly.
Link to prior learning: <ul style="list-style-type: none"> Exposure to compound nouns Vocabulary for holidays and places to stay 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to develop, implement, and communicate new ideas in English to others effectively. 		
Key vocabulary: <i>tennis courts, ice skating, theme park, swimming pool, sightseeing tour, whale watching, water sports, day trip, walking tour, badminton courts, fishing trip, bird watching, winter sports, car park, diving pool, roller skating, walking tour, department store, bike ride, bottle opener, travel agent, school bus</i> Key expressions/structure: Compound nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It may be necessary to explain that compound nouns consist only of nouns (not adjective + noun, or verb + noun), although one of the nouns may be a gerund, as in <i>swimming pool, ice skating</i>. It may be also necessary to explain that two-word compound nouns are not usually hyphenated, unlike compound adjectives, for example <i>English-speaking, well-known</i>. 		
Resources/equipment needed: Coursebook page 186 Workbook page 156		

UNIT 11 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Find out what learners can remember about the five holiday plans they read in the previous lesson. Elicit where the people were planning to go and what they were planning to do. 2. Have a discussion: If learners could choose one of these holidays to go on, which would they choose and why? 3. Have a class vote, and decide on the most popular holiday plan.
Resources	Main activity
Coursebook page 186	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Use of English</i> box and focus learners' attention on the two examples: <i>water sports, boat trip</i>. 2. Explain that the words in the green box are all part of compound nouns that appear in the reading texts from the previous lesson. 3. Learners work individually to join the words to make compound nouns. <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class, and put them on the board.</p> <p>Answers</p> <p>tennis courts; ice skating; theme park; swimming pool; sightseeing tour; whale watching; water sports; day trip</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with all of the first words in each compound noun (<i>tennis, ice, theme, swimming, sightseeing, whale, water, day</i>), so they only need to match them to the correct second word from those remaining. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure learners cover the previous lesson's reading text while doing this task, and set a time limit for them to make the compound nouns in.
Coursebook page 186	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the correct answers from Activity 4, which you have put on the board. 2. Learners choose the correct second words to complete the sentences. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <p>1 tour; 2 watching; 3 trip; 4 park; 5 pool; 6 skating; 7 sports; 8 courts</p>

Coursebook page 186	<p>Use of English: Activity 6</p> <p>1. Learners write the compound nouns from Activity 6 under the correct pictures.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>a walking tour; b badminton courts; c fishing trip; d bird watching; e winter sports; f car park; g diving pool; h roller skating</p>
Workbook page 156	<p>Activity 4</p> <p>1. Learners choose the words that can complete both gaps in each sentence.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 ice; 2 trip; 3 tennis; 4 holidays; 5 park; 6 pool</p>
Workbook page 156	<p>Workbook: Activity 5</p> <p>1. Explain that these words form compound nouns, some of which the learners haven't yet used in this lesson.</p> <p>2. Learners work in pairs to combine the words.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Check learners' comprehension of each compound noun.</p> <p>Answers</p> <p>1 d; 2 f; 3 c; 4 g; 5 a; 6 h; 7 b; 8 e</p>
Workbook page 156	<p>Workbook: Activity 6</p> <p>1. Learners work individually to write two pairs of sentences.</p> <p>2. Learners read their sentences to a partner.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Encourage confident learners to read out their sentences to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <p>1. Have learners write just one pair of sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to expand on their sentences: Why would they like to do this activity? Where? Who with? When?</p>
Resources	<p>Plenary</p> <p>1. Play <i>Backs to the Board</i> using compound nouns from this lesson.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement, and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (e.g., where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to people describe their holiday plans. Speaking: To check information about people's holiday plans. Reading: To read and respond to questions about people's holiday plans. Writing: To write summaries of people's holiday plans. To write a summary of your (imaginary) holiday plans.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and understand people describe their holiday plans • use compound nouns in descriptions of holiday plans • write descriptions of holiday plans.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for holidays and places to stay • Compound nouns • Future forms: <i>going to</i>, Present continuous 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively and critically in English. 		
Key vocabulary: <i>beach holiday, sightseeing holiday, sailing holiday, walking tour, bike ride, fair-skinned, catch up</i> (phrasal verb), <i>picnic, apartment, swimming, fishing, windsurfing</i> Key expressions/structure: Compound nouns, Future forms: <i>going to</i> , Present continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to pre-teach <i>fair-skinned</i> (pale skin that gets sunburnt easily) and the phrasal verb <i>catch up</i> (to chat with someone you haven't seen in some time). 		
Resources/equipment needed: Coursebook page 187 Workbook page 157 Audio track 48		

UNIT 11 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 187	<ol style="list-style-type: none"> 1. Begin the lesson with a quick game of word tennis, based on compound nouns that were covered in the previous lesson. Say the first part of a compound noun, for example <i>ice</i>, and throw the ball to a learner, to complete the compound noun (<i>skating</i> or <i>rink</i>). The learner starts a new compound noun, throwing the ball to another learner to complete, and so on. 2. Learners work in small groups to discuss the starter questions. 3. The groups report back to the class.
Resources	Main activity
Coursebook page 187 Audio Track 48	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the four images and have volunteers tell you what they can see. 2. Explain that they will listen to four people talking about their holiday plans. The first time they listen, they must match the people to the pictures. 3. Play the recording. Learners match the speakers to the pictures. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers and find out if there were any words or phrases that learners didn't fully understand.</p> <p>Answers</p> <p>a Joe; b Sam; c Amy; d Tina</p>
Coursebook page 187 Audio Track 48	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Listening strategy</i> box and encourage learners to underline key words in the questions, (i.e. main nouns and verbs). 2. Play the recording. Learners work individually to answer the questions. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 Amy; 2 Tina; 3 Sam; 4 Joe</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the key words in the questions before playing the recording (q2: <i>grandma</i> / 60, q3: <i>enjoy</i> / <i>beach</i>, q4: <i>fair-skinned</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write an extra sentence for each speaker, including at least one further piece of information about their holiday plans.

<p>Coursebook page 187 Audio Track 48</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. With the class, go through the questions and the information already provided in the table about Amy. Explain that learners need to complete the rest of the table for all of the people. 2. Learners work in pairs to complete the table from memory. <p>CORE</p> <p>Feedback</p> <p>Check that all of the pairs have completed the table to the best of their ability, then play the recording for learners to check their answers.</p> <p>Answers</p> <p>Joe:</p> <ol style="list-style-type: none"> 1 Rome 2 in a small hotel 3 sightseeing, walking tour, visit museums, eat pizza and ice cream <p>Amy:</p> <ol style="list-style-type: none"> 1 not going on holiday 2 at home 3 day trips, bike rides, picnics, have friends to stay <p>Sam:</p> <ol style="list-style-type: none"> 1 Kerala 2 in an apartment 3 swimming, fishing <p>Tina:</p> <ol style="list-style-type: none"> 1 Cuba 2 on a boat 3 sailing, windsurfing, swimming
<p>Workbook page 157</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the information and the model answer and write similar summaries about each person. 2. Learners compare their summaries with a partner to check for any obvious mistakes. <p>DESIRABLE</p> <p>Feedback</p> <p>Have confident learners take it in turns to read a summary for each person.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Joe is going to Rome in Italy on a sightseeing holiday. He and his family are going to stay in a small hotel near the Colosseum. They'll do a walking tour to see the sights and visit the museums. Joe's going to eat lots of pizza and ice cream! 2 Amy is staying at home. She's going to do day trips. She'll go on bike rides, she'll have picnics and she'll have friends from school to stay. 3 Tina is going to Cuba on a sailing holiday. She and her family are going to stay on a boat. They'll go to the beaches. They'll go windsurfing and swimming. 4 Sam is going to Kerala in India on a beach holiday. He and his family are going to stay in an apartment, two minutes from the beach. They'll go swimming and fishing. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners choose just one person to write a summary about. Encourage them to copy the beginnings of each sentence in the model answer (changing the name/pronoun).

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the model answer and write summaries of their own for all four people. 2. Learners uncover the model answer to compare with their own summaries.
Coursebook page 187	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Encourage learners to think about their own families' holiday plans, or to use their imaginations. 2. Learners write their paragraphs. 3. Learners work in small groups to read and discuss each other's paragraphs. <p>CORE</p> <p>Feedback</p> <p>Have learners describe some of their other group members' holiday plans to the rest of the class or to another group.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners write their own answers to the three questions in the chart in Listening: Activity 3.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners close their Coursebooks and Workbooks, during this activity.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Have a class discussion about the learners' holiday plans (real or imaginary). Did any locations or activities appear more frequently than others? What were the most unusual plans?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes, and short stories; follow the dialogue and discern speakers' moods, relationships and intentions.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement, and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (e.g., where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to statements using verb + <i>-ing</i> form.</p> <p>Speaking: To make statements using verb + <i>-ing</i> form. To agree with positive/negative statements using <i>so/nor</i>.</p> <p>Reading: To read prompts and ideas. To read an example conversation.</p> <p>Writing: To write full sentences using verb + <i>-ing</i> form. To write statements of agreement using <i>so/nor</i>.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • talk about holiday preferences using verb + <i>-ing</i> form • agree with positive and negative statements using <i>so/nor</i>.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Vocabulary for holidays and places to stay • Compound nouns <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills. 		
<p>Key vocabulary: <i>enjoy, don't mind, don't like, prefer, love, camping, boat trips, car sick, seasick, hotel, tent, theme park, water sports, car journeys</i></p> <p>Key expressions/structure: Verbs followed by the <i>-ing</i> form, <i>So/Nor</i> to agree with positive/negative statements</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • It is important to stress that <i>so</i> and <i>nor</i> are used to <u>agree</u> with statements (<i>so</i> for positive statements and <i>nor</i> for negative statements). To disagree with statements, we tend to say the opposite, for example <i>I like tennis</i> → <i>I don't</i> / <i>I don't like tennis</i> → <i>I do</i>. • Learners may also be familiar with <i>neither</i>, which has the same meaning <i>nor</i>. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 188</p> <p>Workbook page 158</p>		

UNIT 11 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Have a class discussion about some popular holiday locations/activities in your local area. Which ones do the learners like the best? Why?
Resources	Main activity
Coursebook page 188	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Write <i>enjoy, don't mind, don't like</i> on the board, and elicit some holiday-related things that learners could apply to each one, for example <i>enjoy – beach holidays</i>. 2. Go through the information in the <i>Use of English</i> box with the class, and check that all learners are clear on the meaning of <i>prefer</i> (to like one thing more than another thing). 3. Learners match the two halves of the sentences. 4. They compare their answers with a partner, and discuss the sentences that are true for them. <p>CORE</p> <p>Feedback</p> <p>Circulate, and give help where necessary. Check that learners are using (verb) + <i>-ing</i> form when discussing the sentences which are true for them.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 d; 2 b; 3 e; 4 c; 5 h; 6 a; 7 g; 8 f</p>
Workbook page 158	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions, the prompts and the phrases in thought bubbles with the class. Explain that learners should use these prompts and phrases to make sentences that express their own preferences. If they want to, they can use phrases other than those in the thought bubbles. 2. Model the example sentence. Elicit other possibilities, using the same prompt, for example <i>I like visiting museums but I prefer doing water sports</i>. 3. Learners work individually, using the prompts and ideas in the thought bubbles, to write sentences that are true for them. <p>CORE</p> <p>Feedback</p> <p>Elicit a selection of sentences from the class. Other learners raise their hands if they have the same or similar preferences.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide these learners with jumbled versions of possible sentences. Learners unscramble the words to make sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners write a reason, in support of each of their sentences, for example <i>I don't like going on long car journeys. I get car sick</i>.

<p>Coursebook page 188</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Go through the information in the <i>Language tip</i> box, and use example sentences to elicit responses from the class, for example <i>I like beach holidays</i> → <i>So do I / I don't like car journeys</i> → <i>Nor do I</i>. Go through the example conversation with the class. Learners work in pairs to have conversations based on the sentences in Activity 5. <p>CORE</p> <p>Feedback</p> <p>Go round monitoring, giving help where necessary. When learners have finished their conversations, have a quick feedback session with the class. Find out if they agreed with each other. Have confident pairs explain some of the things they agreed on to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Workbook page 158</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions with the class and emphasise that learners should respond with answers which agree with the statement. Clarify that when we agree with a positive statement, we use <i>So</i>, and when we agree with a negative statement, we use <i>Nor</i>. Learners work individually to write responses in agreement with the statements. <p>DESIRABLE</p> <p>Feedback</p> <p>Designate two sides of the classroom: <i>So</i> and <i>Nor</i>. Read aloud the first statement, and have learners run to the correct side of the classroom (the <i>Nor</i> side). Repeat with the other statements.</p> <p>Answers</p> <ol style="list-style-type: none"> Nor am I. Nor do I. So do I. So would I. So do I. So am I. Nor would I.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Learners write three short sentences about things they <i>enjoy</i>, <i>don't mind</i>, <i>don't like</i>. They go round the class, reading their statements and responding to others' statements using <i>so/nor</i>. They have to find at least three other learners that agree with each statement.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, e.g.,</p> <ul style="list-style-type: none"> • making offers and requests • making suggestions • expressing likes and dislikes • expressing preferences • giving advice using ought to, you'd better • obligating and prohibiting • making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.) • expressing agreement and disagreement • expressing opinion. <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (e.g., indicative, imperative, interrogative, conditional, and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement, and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (e.g., where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to explanations of airport signs. Speaking: To ask for explanations of airport signs. Reading: To read descriptions of airport procedures. Writing: To complete descriptions of airport procedures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • follow airport signs • explain the basic procedures in an airport.
Link to prior learning: <ul style="list-style-type: none"> • Present simple 21st Century Skills: <ul style="list-style-type: none"> • Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language. 		
Key vocabulary: <i>check-in, departures, arrivals, passport control, customs, baggage reclaim, lift, meeting point, currency exchange, medical room, Internet point, café, ticket, boarding card, security control, gate, lounge, flight number</i> Key expressions/structure: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The signs shown in the Coursebook are representative of the kind of signs that could be seen in any airport around the world. As a result, they may differ slightly from those in airports that the learners have been to. It may be beneficial to use the Internet to find examples of the equivalent signs from a UAE airport. 		
Resources/equipment needed: Coursebook page 189 Workbook page 159		

UNIT 11 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 189	<ol style="list-style-type: none"> Write <i>airport</i> on the board and put learners into small groups. The groups brainstorm as many words they can think of that are connected to airport, for example <i>plane, baggage, flying</i>. The groups report back to the class. Add the words to the board. Have a class discussion based on the starter question. Find out some information about the learners' experiences of airports.
Resources	Main activity
Coursebook page 189	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and the names of places in an airport with the class. Explain that learners will work in pairs to match the places to the signs as quickly as possible. You could set a time limit. Learners work in pairs to match the words to the signs. <p>CORE</p> <p>Feedback</p> <p>When the time is up, ask for a show of hands from the pairs who believe they have matched all of the words and signs. Elicit the correct answers from the pairs. Help with any questions about vocabulary.</p> <p>Answers</p> <p>1 b; 2 a; 3 h; 4 k; 5 l; 6 i; 7 j; 8 c; 9 d; 10 e; 11 f; 12 g</p> <p>EXTENSION</p> <ol style="list-style-type: none"> Write on the board: <i>What do you do at ... ?</i> Ask the question: <i>What do you do at check-in?</i> Elicit suggestions for the various things that people do when they are at check-in, for example: show their ticket/passport, hand over luggage, answer questions, receive boarding pass. Learners work in pairs to write lists of possible activities at the other places listed in this activity. The pairs compare their lists with those of another pair's. The groups report back to the class. Award a point to the group with the most suggestions for each place. The group with the most points is the winner.
Coursebook page 189	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the example dialogue with the class. (If you completed the extension task in the previous activity, explain that they can use some of the same ideas they came up with as clues. Also, make sure learners work with a different partner this time). Learners work in pairs to ask and answer the questions about the signs, giving each other clues. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Point out some good examples of clues and explanations that you heard while monitoring.</p>

<p>Workbook page 159</p>	<p>Workbook: Activity 1</p> <p>1. Learners complete the words for each of the signs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the answers with the class.</p> <p>Answers</p> <p>1 departures; 2 check-in; 3 meeting point; 4 currency exchange; 5 medical room; 6 Internet point; 7 café; 8 arrivals; 9 baggage reclaim; 10 lift; 11 passport control; 12 customs</p> <p>Differentiation activities (Support):</p> <p>1. Provide these learners with the correct answers in jumbled form. Learners unscramble the letters to complete the signs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have these learners cover the initial letters and letter spacings, so they only have the pictures to help them write the correct words.</p>
<p>Coursebook page 189</p>	<p>Vocabulary: Activity 3</p> <p>1. Read aloud the title of the text and ask for volunteers to suggest some examples of things that they think you need to do at the airport before the flight.</p> <p>2. Go through the words in the box for comprehension and pronunciation.</p> <p>3. Learners work individually to complete the text with the words in the box.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner and peer correct. Have a quick feedback session with the class. Did any of the learners' initial suggestions for things to do before the flight appear in the text?</p> <p>Answers</p> <p>1 arrive; 2 desk; 3 passport; 4 boarding card; 5 lounge; 6 number; 7 plane</p>
<p>Workbook page 159</p>	<p>Workbook: Activity 2</p> <p>1. Read aloud the title of the text and ask for volunteers to suggest some examples of things that they think you need to do at the airport after the flight.</p> <p>2. Learners choose the correct options to complete the text.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go through the answers with the class. Did any of the learners' initial suggestions for things to do after the flight appear in the text?</p> <p>Answers</p> <p>1 passport control; 2 baggage reclaim; 3 customs; 4 arrivals lounge</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Do a quiz about airports. Make sure all of the learners' books are closed. Ask: <i>Where can I collect my bags after the flight?</i> Learners call out the correct answer (<i>baggage reclaim</i>). Repeat for all of the signs in Vocabulary: Activity 1.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an explanation of airport procedures. Speaking: To ask and answer questions about airport procedures. Reading: To read questions and answers about airport procedures. Writing: To complete questions about airport procedures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask about what to do in an airport explain what to do in an airport.
Link to prior learning: <ul style="list-style-type: none"> Airport vocabulary Present simple 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to access and evaluate information efficiently, effectively, and critically in English. 		
Key vocabulary: <i>nervous, check-in desk, check in (phrasal verb), boarding card, passport, ticket, security control, hand luggage, departures lounge, flight number, passport control, baggage reclaim, arrivals hall</i> Key expressions/structure: Present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It may be necessary to explain that we use both <i>luggage</i> and <i>baggage</i>, although it is always <i>baggage reclaim</i> (not <i>luggage reclaim</i>) and <i>hand luggage</i> (not <i>hand baggage</i>). 		
Resources/equipment needed: Coursebook page 190 Workbook page 160 Audio track 49		

UNIT 11 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Write the following on the board:</p> <p>g g g a b a e / m c i a r l e v r r a a l s i s t c u m s o s s r t o p p a / c t r l o o n</p> <p>2. Learners work in groups to unscramble the letters to make words from the previous lesson. The first group to unscramble all of the words correctly is the winner (<i>baggage reclaim, arrivals, customs, passport control</i>).</p>
Resources	Main activity
<p>Coursebook page 190 Audio Track 49</p>	<p>Listening: Activity 4</p> <p>1. Go through the instructions and the questions with the class. Check learners' comprehension of <i>nervous</i> (feeling worried).</p> <p>2. Play the recording. Learners listen to the conversation and answer the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers. Play the recording again, if necessary.</p> <p>Answers</p> <p>1 India 2 (He's going to visit his uncle in) Australia. 3 He's never travelled alone before.</p>
<p>Coursebook page 190 Audio Track 49</p>	<p>Listening: Activity 5</p> <p>1. Explain that learners will listen to the conversation again, but this time they will need to listen out for individual words that are missing in the questions shown on the page.</p> <p>2. Go through the questions with the class.</p> <p>3. Play the recording. Learners work individually to complete the questions with the missing words.</p> <p>CORE</p> <p>Feedback</p> <p>Learners check their answers with a partner and peer correct. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 first; 2 happens; 3 after that; 4 know where</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to read the listening script while listening to the recording.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners attempt to complete the questions before listening to the recording to check their answers.</p>

<p>Workbook page 160</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work in pairs to match the questions to the answers. Learners practise reading the correct conversation in pairs. Circulate, and give help with pronunciation where necessary. <p>CORE</p> <p>Feedback</p> <p>Chain feedback: Have learners take it in turns to read out the questions and answers in the correct order.</p> <p>Answers</p> <p>1 b; 2 e; 3 c; 4 f; 5 i; 6 g; 7 j; 8 d; 9 h; 10 a</p>
<p>Coursebook page 190</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Go through the information in the <i>Speaking strategy</i> box, and find out if any of the learners have ever needed to ask someone they don't know a question. Put the class into pairs, and have them choose roles A and B. Learners read their role cards, then work in pairs to practise the role-play. Go round monitoring, checking for pronunciation and correct use of language. After a set time, have learners swap roles and repeat the role-play. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out how well learners think their partners explained what to do in the airport.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners playing Role A with these three questions: <i>Where do I go when I get off the plane? What do I do after that? Where do I go to leave the airport?</i> Provide learners playing Role B with these pieces of information: <ul style="list-style-type: none"> When you get off the plane you need to go to passport control. After that, you collect your bags at baggage reclaim. Then you go through customs. You can leave the airport through the arrivals lounge. Encourage learners to look at the information, then cover it during their role-plays (they can check it if they get stuck). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners playing Role A to think of additional questions, based on how to get from the airport to the city centre, for example bus, taxi or train. Explain to the learner playing Role B that they will be asked additional questions about how to get from the airport to the city centre. They will need to think about types of transport (bus, taxi, train), how their partner can find the bus stop, taxi rank, station, and possibly how they can buy a ticket.

Coursebook page 190	Writing: Activity 7		
	<ol style="list-style-type: none"> Go through the instructions with the class, and tell learners they are going to write a description of what they did at both airports (leaving and arriving). Have a volunteer read aloud the example opening sentence, and elicit some suggestions for what could have happened next. Learners work individually to write their descriptions. 		
	<p>DESIREABLE</p> <p>Feedback</p> <p>Learners work in pairs to read each other their descriptions and compare the things they did and didn't do. Circulate, and check that learners have included all of the essential airport places (check-in passport control, customs, etc.).</p>		
	<p>Answers</p> <p>Learners' own answers.</p>		
	Differentiation activities (Support):		
	<ol style="list-style-type: none"> Learners choose just one airport to write about (leaving or arriving). 		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> Learners also write about how they got to the airport (leaving) and how they left the airport (arrivals). They should include the type of transport, how/where they took it/bought tickets, etc. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Have a class discussion about airports, and travelling in general. Do learners like going to airports/train stations/bus stations? Why? Why not? 		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (e.g., requesting and giving information, giving advice using If I were... I would, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a text about a favourite kind of holiday. Speaking: To take part in a discussion about a favourite kind of holiday. Reading: To read a text about a favourite kind of holiday. Writing: To write a text about a favourite kind of holiday.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use compound nouns to describe different types of holiday • use verb followed by the <i>-ing</i> form to explain holiday preferences • use <i>so/nor</i> to agree with statements about holidays.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for holidays • Vocabulary for airports • Compound nouns • Verbs followed by the <i>-ing</i> form • <i>So/Nor</i> to agree with positive/negative statements 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project. 		
Key vocabulary: <i>camping holiday, sailing holiday, walking tour, fishing trip, beach holiday, windsurfing, boat trip, campsite, hotel, theme park, airport, tent, desert</i> Key expressions/structure: Compound nouns, Verbs followed by the <i>-ing</i> form, <i>So/Nor</i> to agree with positive/negative statements		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Workbook: Activity 2 assumes that the countryside would be desert, which may need to be explained in advance if this is not the case in your local area. 		
Resources/equipment needed: Coursebook page 191 Workbook page 161		

UNIT 11 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Review the vocabulary from the previous six lessons with a Vocabulary/Spelling game. For example, if the answer is to be <i>airport</i>, write _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</p> <p>If/When a learner guesses the word correctly, have them come to the front and choose a new word for the next round. And so on.</p>
Resources	Main activity
Coursebook page 191	<p>Speaking: Activity 1</p> <p>1. Have a brief class discussion about the topics that you have looked at in this unit so far (holidays and places to stay, airports).</p> <p>2. Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</p> <p>CORE</p> <p>Feedback</p> <p>Have a class discussion. Encourage the learners to use the language they have learned so far in this unit to talk about the people in the class.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
Coursebook page 191	<p>Speaking: Activity 2</p> <p>1. Learners work in groups to brainstorm words and phrases that describe the pictures.</p> <p>2. The groups report back to the class. With the whole class, elicit as much vocabulary as possible, using the images as a guide. Have volunteers write all appropriate words and phrases on the board.</p> <p>CORE</p> <p>Feedback</p> <p>When the vocabulary is on the board, encourage learners to express preferences about the types of holiday shown in the pictures (for example <i>I like going on camping holidays, but I prefer going on beach holidays</i>). Have other learners express agreement, using <i>so/nor</i>.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
Workbook page 161	<p>Workbook: Activity 1</p> <p>1. Go through the instructions, the words in the box and the example answer with the class.</p> <p>2. Learners work individually to complete the paragraph.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers and peer correct. Check that all of the pairs agree on the correct answers, and find out what learners think about this kind of holiday. Would they like to have a similar experience? Why? Why not?</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 going; 2 hotel; 3 plane; 4 mind; 5 enjoy; 6 prefer; 7 sailing; 8 trip</p>

Workbook page 161	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions and model the first answer (1c). 2. Learners work in pairs to match the sentences to the appropriate responses. 3. Learners practise reading the conversation aloud in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate and check that learners have matched the sentences correctly. Give help with pronunciation where necessary.</p> <p>Answers</p> <p>1 c; 2 b; 3 d; 4 e; 5 a</p>
Coursebook page 191	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work individually to write a paragraph about their favourite kind of holiday, using the prompts and the vocabulary they suggested in the brainstorm activity. <p>CORE</p> <p>Feedback</p> <p>After a set time, check that everyone has completed their paragraph, and addressed each of the prompts.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the paragraph in Workbook: Activity 1 as the basis for their paragraphs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure learners' Workbooks are closed during this activity.
Coursebook page 191	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to read their paragraphs to each other. 2. They compare their preferences, and work together to create a new 'Our Favourite Kind of Holiday' that uses ideas from both paragraphs. Go round monitoring, checking for correct use of language. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out if all pairs were able to agree on enough elements to create a favourite kind of holiday that would suit them both. Elicit some suggestions from the pairs.</p> <p>Answers</p> <p>Learners' own answers.</p>
Workbook page 161	<p>Workbook: Reflect on your learning</p> <ol style="list-style-type: none"> 1. Learners look back on the work they have done in the last seven lessons and write sentences in response to the questions.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion about holidays. Take a class vote on the learners' favourite aspects of a holiday, for example place to stay, activities, how to travel.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant, and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to direct statements. Speaking: To report statements from direct speech. Reading: To read direct speech statements. Writing: To write text messages using present simple, present continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> report statements from present simple and present continuous.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary for airports Present simple Present continuous 21st Century Skills: <ul style="list-style-type: none"> Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language. 		
Key vocabulary: <i>text message, email, airport, arrivals, flight, plane, luggage, departures lounge</i> Key expressions/structure: Reported speech (direct speech: present simple, present continuous)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Native English speakers sometimes don't follow the rules of reported speech shown in this lesson. However, it's important to stress to learners that if they follow these rules, they will never be wrong. 		
Resources/equipment needed: Coursebook page 192 Workbook page 162		

UNIT 11 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 192	<ol style="list-style-type: none"> Elicit some different methods of contacting people, for example telephone, text message, email, letter. Find out which methods learners are most likely to use. Learners work in groups to discuss the starter question. Groups report back to the class. Discuss the benefits of text messages and emails, compared to letters or telephone calls, for example they are quick, easy, convenient.
Resources	Main activity
Coursebook page 192	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and the questions with the class. Set a time limit for learners to read the text messages. Learners work in pairs to discuss their answers to the questions. <p>CORE</p> <p>Feedback</p> <p>Ask a volunteer to answer the first question. The other learners raise their hands if they disagree. Repeat for the next two questions.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 Sam; 2 At the airport; 3 Rashid</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide these learners with the correct answers in jumbled form. Learners read the texts and match the answers to the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Provide these learners with two additional questions: <ul style="list-style-type: none"> <i>What is Sam doing when he sends his text message? (Getting on the plane.)</i> <i>Where is Rashid going to meet him? (In Arrivals.)</i>
Coursebook page 192	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Go through the information in the <i>Use of English</i> box. Clarify the tense in each example of direct speech (for example, 'I'm at the airport' = present simple) and the tense in the corresponding example of reported speech (for example, 'He said he was at the airport' = past simple). Highlight the information in the 'tense change' column. Allow the learners a minute to study the chart by themselves. Learners work in pairs, taking it in turns to cover the 'reported speech' column and report Sam's statements. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Chain feedback. Have all learners cover the 'reported speech' column. Read a direct speech statement, and choose a confident learner to report it. The learner then reads the next direct statement for another learner to report, and so on.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>He said he was at the airport. He said he was sitting in the departures lounge. He said he wanted to buy me a present.</p>

<p>Workbook page 162</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the example answer, direct speech statements and prompts with the class. 2. Elicit the tense used in each direct speech sentence (1-3 present simple, 4 present continuous), and clarify what happens to the verb form when we report speech (it goes back a tense, for example present simple becomes past simple). 3. Learners work individually to complete the reports of statements. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 was very busy 2 boarded at 10:30 3 was on time 4 was waiting for his luggage</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Print or write out the answers on strips of card and cut the words out in each one, keeping each answer set of cut up words separate. 2. Hand out the first set of jumbled words to these learners and ask them to rearrange them to find the correct answer for number 1. 3. Repeat for questions 2-4 <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure these learners' Coursebooks are closed during this activity.
<p>Workbook page 162</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class and emphasise that learners should use their imaginations to complete the text messages, but they must use the tense provided in the prompts. 2. Draw learners' attention to the last prompt 'I don't' and make sure learners understand to write a negative sentence. <p>CORE</p> <p>Feedback</p> <p>Circulate and check that everyone has completed each text message.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners just write two text messages. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to write additional sentences in each text message, and/or to include a question in at least one of their text messages.

Workbook page 162	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners are now going to practise reporting each other's text messages. Go through the instructions and divide the class into groups. If possible, make sure that each group includes an equal mix of learners who need support and those who are more confident. 2. Learners work in groups. They pass their text messages on to another member of the group who 'reports' what they have said. <p>CORE</p> <p>Feedback</p> <p>Go round monitoring, and check that learners are using reported speech correctly. Ask the groups to raise their hands when they have finished reporting everyone's text messages. Have a spokesperson from each group report some of the text messages from their group.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Have all learners close their books. Say a series of short direct speech statements (using only present simple or present continuous). The first learner to correctly 'report' each statement gets a point. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes.</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss possible holiday destinations. Reading: To read an email about a holiday destination. Writing: To complete reports of present simple and present continuous statements.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an email about a holiday destination • report statements from present simple and present continuous.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech (direct speech: present simple, present continuous) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing. 		
Key vocabulary: <i>sightseeing tour, tower, market, can't wait, exciting, colourful, homework, plane, windsurfing</i> Key expressions/structure: Reported speech (direct speech: present simple and present continuous), <i>say/tell</i> in reported speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain that we use <i>been</i> instead of <i>gone</i> in the present perfect when talking about a life experience, for example <i>She's been to Cairo</i> is to describe an experience she has had, whereas <i>She's gone to Cairo</i> means that she's still there. 		
Resources/equipment needed: Coursebook page 193 Workbook page 163		

UNIT 11 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 193	<ol style="list-style-type: none"> Elicit some places (near or far) that learners have been to on holiday. Find out what their favourite holiday locations are. Learners work in groups to discuss the starter questions. The groups report back to the class. See if you can come to a consensus about the foreign country they would most like to visit.
Resources	Main activity
Coursebook page 193	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and check that all of the learners know that Cairo is a city in Egypt. You could display a map of the region and help them locate Egypt and Cairo on it. Learners work in pairs to discuss all of the things they know about Cairo. You could put prompts on the board, for example, language(s) spoken; famous buildings/attractions; river, etc. Have a quick feedback session with the class. Put on the board any interesting facts that learners already know about Cairo. Learners read the email. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the class. Was any of the information in the email new to them? Have they heard of any of the places mentioned before?</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>Learners' own answers.</p>
Coursebook page 193	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Go through the information in the <i>Reading strategy</i> box and deal with any questions or issues. Learners re-read the email and discuss the questions in pairs. <p>CORE</p> <p>Feedback</p> <p>The pairs join other pairs to form groups of four. In their groups, learners discuss the answers to the questions and compare their ideas. Check that all of the groups agree on the correct answers.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <ol style="list-style-type: none"> Hanan Hanan's cousin great for sightseeing tours tall exciting and colourful <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide these learners with the correct answers in jumbled form. Learners re-read the text and match the questions to the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have these learners answer the questions from memory, before re-reading the text to check their answers.

<p>Coursebook page 193</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Briefly recap on the work you did in the previous lesson on reported speech in the present simple and present continuous. Explain that the initial sentences are taken directly from Hanan’s email. The sentence options below are possible versions of what Hanan’s cousin actually said to her. Learners must choose the correct version. Learners work individually to choose the correct option. <p>CORE</p> <p>Feedback</p> <p>Have volunteers call out the correct answers and, if possible, the tense used in the direct speech.</p> <p>Answers</p> <p>1 b (present simple); 2 a (present simple); 3 b (present continuous)</p>
<p>Workbook page 163</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Draw learners’ attention to the pictures and explain that these are all places mentioned in the email they have just read. Learners work individually to complete the place names. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers and peer correct. Encourage learners to refer back to the email in the Coursebook to check their spelling.</p> <p>Answers</p> <p>1 The Pyramids of Giza; 2 Mosque of Amr ibn al-As; 3 Cairo Tower; 4 Khan El-Khalili market</p>
<p>Workbook page 163</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work individually to complete the reports of the present simple and present continuous statements. <p>CORE</p> <p>Feedback</p> <p>Go through the correct answers with the class.</p> <p>Answers</p> <p>1 loved the Pyramids of Giza 2 went to a lot of different places in the UAE 3 was trying windsurfing 4 couldn’t finish his homework 5 wanted to go on a plane 6 was very tired after the flight 7 was learning to speak Arabic 8 didn’t usually buy much at the market</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Work closely with these learners. Remind them to take the verb tense back when reporting speech: present simple becomes past simple, present continuous becomes past continuous. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write five more reported speech sentences about things people told them they did or have done.

Resources	Plenary		
	1. Find out what learners now think about Cairo as a possible holiday destination. Would they like to go? What would they like to do there? Why?		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a description of a holiday destination using reported speech. Speaking: To describe a holiday destination using reported speech. Writing: To complete sentences using reported speech with <i>say/tell</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>say</i> and <i>tell</i> with reported speech • describe a place based on what someone else has said about it.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech (direct speech: present simple, present continuous) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to develop, implement, and communicate new ideas in English to others effectively. 		
Key vocabulary: <i>capital, sightseeing tour, amazing, sultan, market, museum, delicious, street food</i> Key expressions/structure: Reported speech (direct speech: present simple, present continuous), <i>say/tell</i> in reported speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As illustrated in the <i>Vocabulary</i> box, there is a subtle distinction in meaning between <i>say</i> and <i>tell</i>. Essentially, learners need to understand that when we use <i>tell</i>, there is always someone or something that is spoken to. With <i>say</i>, the emphasis is on the thing that is said. 		
Resources/equipment needed: Coursebook page 194 Workbook page 164		

UNIT 11 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Have the learners tell you what they can remember about Cairo from the email in the previous lesson. Ask: <i>What did Hanan's cousin say about Cairo? What did she do there?</i>
Resources	Main activity
Coursebook page 194	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the definitions in the <i>Vocabulary</i> box, and have learners look back at Hanan's email on the previous page and identify all examples of <i>say</i> and <i>tell</i>. 2. Go through the information in the <i>Language tip</i> box and check that learners are clear on the different ways we use <i>say</i> and <i>tell</i> in reported speech. 3. Learners work individually to complete each sentence with <i>said</i> or <i>told</i>. <p>CORE</p> <p>Feedback</p> <p>Have each learner write <i>said</i> in large writing on one piece of paper and <i>told</i> on another. Call out the number of each sentence. Learners raise the piece of paper with the correct reporting verb.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 said; 2 told; 3 told; 4 said; 5 said; 6 told</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners, and emphasise that if there is a pronoun (<i>me, us</i>) after the gap, the word must be <i>told</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners also re-write each sentence using the other reporting verb (<i>said</i> or <i>told</i>). How does the sentence need to change?
Workbook page 164	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. 2. Learners work individually to write full sentences based on the prompts. 3. Learners compare their sentences with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p style="background-color: #e0e0e0;">Answers</p> <ol style="list-style-type: none"> 1 She told me that the market was very busy. 2 He said that there were lots of museums. 3 They told us that the beach was fantastic. 4 She said that the food was delicious. 5 He told me that it was the best place in the world. 6 They said that they wanted to go back next year.

	<p>Differentiation activities (Support):</p> <p>1. Have learners work together in small groups of mixed abilities.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners write an extra three sentences describing something that someone said to them yesterday, and an extra three sentences describing things they were told.</p>
Coursebook page 194	<p>Speaking: Activity 5</p> <p>1. Read the details in the information boxes with the whole class, and clarify the meaning and pronunciation of any words learners are not familiar with.</p> <p>2. Learners work in pairs, taking it in turns to report the information their ‘cousins’ gave them about Kuala Lumpur and Istanbul respectively. Go round monitoring, checking for correct use of <i>said</i> and <i>told</i>.</p> <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Have confident pairs say some of their reported speech sentences in front of the class.</p> <p>Answers</p> <p>Learners’ own answers.</p>
	<p>Differentiation activities (Support):</p> <p>1. Have these learners work with a partner on reporting the statements in just one of the boxes.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage these learners to use their imaginations to suggest further things their cousins might say about Kuala Lumpur or Istanbul.</p>
Workbook page 164	<p>Workbook: Activity 4</p> <p>1. Explain that all of these statements appear in the Coursebook in Lessons 9 and 10, but learners should try to guess the missing words without looking in their Coursebooks.</p> <p>2. Learners work individually to guess the missing words.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers by finding the statements in Lessons 9 and 10 of the Coursebook.</p> <p>Answers</p> <p>1 sultans; 2 tower; 3 excited; 4 amazing; 5 tours; 6 market</p> <p>EXTENSION</p> <p>Learners write reported speech versions of each of these statements.</p>
Resources	Plenary
	<p>1. Have a class discussion about the three holiday destinations that you have looked at in the last two lessons: Cairo, Istanbul and Kuala Lumpur. Which place do learners think looks the most interesting? Why? If they could choose one place to visit, which would it be? Why?</p>

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to <i>Wh-</i> questions. Speaking: To report <i>Wh-</i> questions. Reading: To read a blog, including reported questions. Writing: To complete reported questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • report <i>Wh-</i> questions • read and understand a blog about a school exchange trip.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech (direct speech: present simple, present continuous) • <i>say/tell</i> in reported speech 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing. 		
Key vocabulary: <i>school exchange, instrument, football, beach holiday, sightseeing tour</i> Key expressions/structure: Reported speech (<i>Wh-</i> questions)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Clarify that there are two types of question: Questions that begin with <i>Wh-</i> words, such as <i>What, When, Why</i> and <i>How</i> (also known as open questions) and questions that can be answered either <i>Yes</i> or <i>No</i> (also known as closed questions). In this lesson, the focus is on reporting <i>Wh-</i> questions. 		
Resources/equipment needed: Coursebook page 195 Workbook page 165		

UNIT 11 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 195	<ol style="list-style-type: none"> 1. Ask the class to imagine a student from another country is going to visit your school next week. What questions would they like to ask the student? 2. Learners work in groups to make a list of questions to ask the student. 3. The groups report back to the class. Write at least four of their questions on the board (to be looked at again in the Plenary). 4. With the class, go through the definition of <i>school exchange</i> in the <i>Vocabulary</i> box, and elicit opinions on the starter question: <i>Are school exchange trips a good idea?</i>
Resources	Main activity
Coursebook page 195	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Check that learners know where Cuba is (it's an island off Central America), and which language they speak there (Spanish). 2. Learners read Brad's blog and work in pairs to match the questions in the speech bubbles to the sentences in the blog. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Read each question in speech bubbles, and have volunteers read out the corresponding sentence in Brad's blog.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>'Can you play an instrument?' They asked me if I could play an instrument. 'Where are you staying?' They asked me where I was staying. 'What do you watch on TV?' They asked me what I watched on TV. 'How old are you?' The students asked me how old I was. 'Do you like football?' They asked me if I liked football. 'Are you American?' They asked me if I was American.</p>
Coursebook page 195	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Use of English</i> box with the class. Focus learners' attention on the fact that we don't use <i>do</i> in reported questions. 2. Learners work individually to write the reported versions of the three extra <i>Wh-</i> questions. 3. Learners compare their reported questions with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct reported questions from the pairs.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>'What's your name?' They asked him what his name was. 'Where do you live?' They asked him where he lived. 'What kind of food do you like?' They asked him what kind of food he liked.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners. Provide them with scrambled versions of the correct answers. Have volunteers suggest the correct word order.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Provide these learners with five more <i>Wh-</i> questions for them to convert into reported questions, for example: <ul style="list-style-type: none"> <i>How old is your brother?</i> <i>Which is your favourite sport?</i> <i>Where do you eat lunch?</i> <i>Who is your favourite sports player?</i> <i>What do you like watching on TV?</i>
<p>Workbook page 165</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Elicit some examples of question words from the class, for example <i>What, When, Why</i> Draw learners' attention to the wordpool box and see if there are any question words that learners did not suggest. Go through the instructions and the example answer with the class. Learners choose the correct question word for each question. <p>CORE</p> <p>Feedback</p> <p>Call out each question word in the box. Volunteers raise their hands and complete the question for each word.</p> <p>Answers</p> <p>1 What; 2 Why; 3 How; 4 Which; 5 Where; 6 What; 7 When</p>
<p>Workbook page 165</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the example answer, and make sure that learners understand that these sentences are all 'reports' of the questions in the previous activity. Learners work individually to complete the reported questions using words from Activity 1. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 what, was 2 why, liked 3 how often, went 4 which, preferred 5 where, lived 6 what, arrived 7 when, went</p>

Workbook page 165	Workbook: Activity 3 1. Explain that these are jumbled sentences and they all report a question. Learners must put the words in the correct order to make sentences that report questions. Go through the example answer with the class. 2. Learners reorder the words to make reports of questions. 3. You could put learners in pairs or small groups and make this a competition to see which pairs or groups can reorder the questions correctly first. DESIRABLE Feedback Have volunteers read out the correct sentences in full. Answers 1 She asked me where I was staying. 2 He asked me what kind of food I liked. 3 My teacher asked me why I liked sightseeing tours. 4 My cousin asked me what I watched on TV. 5 The students asked me where I was born.		
Resources	Plenary 1. Focus attention on the questions on the board that learners came up with in the Starter activity. 2. Learners work in groups to write reported versions of all of the questions on the board. 3. The first group to complete all of the reported questions correctly is the winner.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to <i>Yes/No</i> and <i>Wh-</i> questions. Speaking: To report <i>Yes/No</i> and <i>Wh-</i> questions. Reading: To read <i>Yes/No</i> and <i>Wh-</i> questions. Writing: To complete reported <i>Yes/No</i> and <i>Wh-</i> questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • report <i>Wh-</i> questions • report <i>Yes/No</i> questions.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech (<i>Wh-</i> questions) • Vocabulary related to school exchange trips 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing. 		
Key vocabulary: <i>school exchange, football, Mexican, French, apartment, university, guitar, instrument, apartment, interview, headteacher, surprise (verb)</i> Key expressions/structure: Reported speech (<i>Yes/No</i> and <i>Wh-</i> questions)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In Use of English: Activity 3, the Cuban students ask Brad if he can speak French. This is because Brad is from Canada, where both French and English are official languages. 		
Resources/equipment needed: Coursebook page 196 Workbook page 166		

UNIT 11 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write these questions on the board: <ul style="list-style-type: none"> <i>How old are you?</i> <i>Where do you live?</i> <i>What's your favourite kind of holiday?</i> Learners work in pairs to write reported versions of the questions. Pairs report back to the class. Clarify the correct versions of the reported questions (<i>The teacher asked us how old we were, The teacher asked us where we lived, The teacher asked us what our favourite kind of holiday was</i>).
Resources	Main activity
Coursebook page 196	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Go through the information in the <i>Use of English</i> box and clarify that reports of <i>Yes/No</i> questions use <i>if</i>, and that as with reported <i>Wh-</i> questions, we don't repeat <i>do</i>. Learners work individually to write the reported versions of the three <i>Yes/No</i> questions. Learners compare their reported questions with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct reported questions from the pairs.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>'Are you good at football?' They asked him if he was good at football. 'Do you like Cuban food?' They asked him if he liked Cuban food. 'Can you speak French?' They asked him if he could speak French.</p>
Workbook page 166	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions and the example answer with the class. Emphasise that the activity provides reported questions; learners need to write the original questions, which might be <i>Wh-</i> or <i>Yes/No</i> questions. Learners work individually to write the questions Class 7 asked Lucas. <p>CORE</p> <p>Feedback</p> <p>Learners compare their questions with a partner and peer correct. Check that all of the pairs agree on the correct questions.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <ol style="list-style-type: none"> What's your name? Where do you come from? What's your favourite football team? What do you usually have for breakfast? Do you want to go to university? Do you live in a house or in an apartment? Do you want to visit lots of countries? Can you play football?

<p>Coursebook page 196</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Speaking tip</i> box. 2. Focus learners' attention on the questions that the Cuban students asked Brad (Lesson 11, Reading: Activity 1), and go through the example dialogue with the class. 3. Learners work in groups of three to take turns asking, reporting and answering the Cuban students' questions. Go round monitoring, checking for correct use of reported questions, and use of the phrases in the <i>Speaking tip</i> box. <p>DESIRABLE</p> <p>Feedback</p> <p>Have groups take it in turns to read out some of their exchanges to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask and report just these two <i>Yes/No</i> questions: <ul style="list-style-type: none"> • <i>Do you like football?</i> • <i>Can you play an instrument?</i> 2. Monitor learners closely, and check that they use <i>if</i> when reporting these questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to make new questions of their own, or to expand on the Cuban students' questions.
<p>Coursebook page 196</p>	<p>Writing and speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the prompts and ideas with the class. 2. Learners write six questions for their partner. Explain that learners can write any questions they choose. These prompts are just there as suggestions. 3. Learners work in pairs to ask and answer the questions they have prepared. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the whole class. Ask each learner to report at least one question they were asked, then have their partner report the answer. For example, Learner A: <i>She asked me where I was going for my next holiday.</i> Learner B: <i>She told me she was going to go to Indonesia.</i></p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners write three questions, and encourage them to stick closely to the prompts provided. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners do this activity the other way around: rather than writing questions, they should try and make them up as they speak to their partner. After each exchange, they should try and write a report of what they asked and what their partner answered, in full sentences.

<p>Workbook page 165</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Go through each of the headteacher’s questions with the class, and model the example answer. 2. Learners work in pairs to write reports of the headteachers’ questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Pairs join other pairs to make groups. In their groups, learners compare how they reported each of the headteachers’ questions. A spokesperson from each group raises their hands when they have agreed on all of the reports.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 She asked me if I wanted to live in another country. 2 She asked me which languages I spoke. 3 She asked me what my favourite subjects were. 4 She asked me if I played any sports. 5 She asked me if I could swim. 6 She asked me what I liked doing in my free time. 7 She asked me if I found it easy to make new friends. 8 She asked me what I wanted to do in the future. 9 She asked me if I wanted to look around the school. 10 She asked me if anything surprised me. 11 She asked me if I had any questions. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with the learners, and make sure they know which questions are <i>Yes/No</i> and so need <i>if</i> when they report them (1, 4, 5, 7, 9, 10, 11), and which are <i>Wh</i>-questions (2, 3, 6, 8). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to complete all of the reported questions, and encourage learners to write their own responses to them.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss some of the answers that came up in Writing and speaking: Activity 5. What are some of the most common holiday experiences, plans and preferences amongst the class?

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss appropriate content for a postcard. Reading: To read a postcard. Writing: To write a postcard, using punctuation and capital letters correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a postcard • use punctuation marks and capital letters correctly.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to holidays and places to stay 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively and critically in English. 		
Key vocabulary: <i>postcard, custom, camping resort, forest, hot springs, day trip, punctuation, capital letter, full stop, apostrophe, comma, question mark</i> Key expressions/structure: Capital letters and punctuation (full stops, apostrophes, commas and question marks)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In Speaking: Activity 1, learners are asked to discuss what they think might be appropriate to include in a postcard. The answers provided in this Teacher Guide are not correct or incorrect, but the closest option to what most people would consider appropriate for a postcard. • It may be necessary to pre-teach some of the vocabulary in the postcard in Writing: Activity 2, especially <i>hot springs</i> (a place where hot water naturally flows from the ground). 		
Resources/equipment needed: Coursebook page 197 Workbook page 167		

UNIT 11 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 197	<ol style="list-style-type: none"> Elicit some different methods of communication, for example email, text message, telephone call, and find out which ones learners use, and how often. Write <i>postcard</i> on the board and elicit, or explain, its meaning. Learners work in groups to discuss the starter question. The groups report back to the class. Go through the information in the <i>Did you know?</i> box and have learners explain how they contact friends or family members when they are away from home.
Resources	Main activity
Coursebook page 197	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Learners work in pairs to discuss the questions. The pairs join other pairs to see if they had the same ideas. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Ask a spokesperson from each group to explain their answers. Clarify the correct answers and discuss reasons why.</p> <p style="background-color: #e0e0e0;">Answers</p> <ol style="list-style-type: none"> a (there is limited space on a postcard) a, b, d (all topics that relate to the holiday) a (Yours sincerely is very formal and is usually used at the end of letters) <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Work closely with these learners. Encourage learners to volunteer possible answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have these learners cover the answer options, and write their own answers, before checking the options.

<p>Coursebook page 197</p>	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Check that all learners understand <i>full stop</i>, <i>comma</i>, <i>question mark</i> and <i>apostrophe</i> (if necessary, write examples on the board), and explain that collectively these are known as <i>punctuation</i>. 2. Go through the information in the <i>Language tip</i>, and deal with any questions or issues. 3. Learners work individually to re-write the postcard in their notebooks, putting in the correct punctuation. <p>CORE</p> <p>Feedback</p> <p>If possible, put the incorrect version of the postcard on the board. Have volunteers take it in turns to come up to the front and correct the punctuation.</p> <p>Answers</p> <p>I'm having a great time here. I'm staying at a camping resort in the forest with my friend's family. We went on a boat trip on the River Li yesterday. Today there's a day trip to the hot springs at Longsheng. See you soon. Love, Yuan</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 1. Tell learners to imagine that they are currently on holiday. Have them think about where they are, what it's like, and the kinds of things they are doing there. 2. Have learners write a postcard to their friend. But they should NOT use any punctuation. 3. Learners swap their postcards with a partner. The partners re-write each other's postcards, adding the correct punctuation. 4. Learners exchange their re-written postcards and check each other's work.
<p>Workbook page 167</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Writing tip</i> box, and emphasise that correct punctuation is essential for writing tasks, as it makes the text easier to read and understand. 2. Learners work individually to correct the sentences by putting capital letters and full stops in the correct places. 3. Learners compare their sentences with a partner. <p>CORE</p> <p>Feedback</p> <p>Have pairs take it in turns to come up to the front and write a correct sentence on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I went to the beach and to my cousin's house. The weather was not very good. 2 I went to Miami with my family. We went to the beach and to some amusement parks. 3 I went to the beach and I went shopping. The weather was sunny so it was very hot. 4 We'll have lunch at the café. See you tomorrow. 5 She loves films. We chat all day long and we often go to the cinema. 6 Pattaya was very beautiful. The beach and the hotel were very nice. 7 Last weekend I flew to Geneva. It's in Switzerland.

Workbook page 167	<p>Workbook: Activity 2</p> <p>1. Learners rewrite the postcard, adding the correct punctuation and capital letters.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners take it in turns to read out the sentences on the postcard, explaining the correct use of capital letters and punctuation as they go.</p> <p style="text-align: center;">Answers</p> <p>Dear Charlie,</p> <p>I hope you're well. I'm having a great time here in Mexico. My friend's house is on the coast. The weather is fantastic. We go to the beach every day. We play football, volleyball and baseball. The food is really tasty and the fruit smoothies are delicious. My favourite flavour is pineapple and mango.</p> <p>Tomorrow we're going to see the pyramids, which is great because I love exploring old places.</p> <p>Are you enjoying the summer?</p> <p>See you soon,</p> <p>Scott</p>		
Resources	<p>Plenary</p> <p>1. Have a class discuss about Yuan's postcard from China. Have learners close their books, and tell you what she said (using reported speech) in her postcard.</p> <p>2. Find out what learners think about Yuan's experiences. Would they like to stay in a camping resort? Visit a forest? Go to a hot springs? Why? Why not?</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.3.1.1.1) Read a variety of genres (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; students interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).</p> <p>(G7.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to questions about holiday experiences. Speaking: To ask questions, and to report questions and statements about holiday experiences. Reading: To read holiday reviews. Writing: To write a holiday review.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write about a holiday experience. • report information about another person's holiday experience.
Link to prior learning: <ul style="list-style-type: none"> • Reported speech (direct speech: present simple, present continuous) • Reported questions (<i>Wh-</i> and <i>Yes/No</i> questions) • Vocabulary related to travel experiences • Vocabulary related to school exchange trips • Capital letters and punctuation 21st Century Skills: <ul style="list-style-type: none"> • Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English. 		
Key vocabulary: <i>beach holiday, windsurfing, camping trip, countryside, school exchange trip, sightseeing tour, whale watching, boat trip, campsite</i> Key expressions/structure: Reported speech, Reported questions, Capital letters and punctuation		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be useful to explain that a lot of people book their holidays online. As a result, there are many websites where people can write reviews of their experiences, as shown in Reading: Activity 2. 		
Resources/equipment needed: Coursebook page 198 Workbook page 168		

UNIT 11 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Review the vocabulary from the previous six lessons with a Vocabulary/Spelling game. For example, if the answer is to be postcard, write _ _ _ _ _ _ _ _ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first.</p> <p>If/When a learner guesses the word correctly, have them come to the front and choose a new word for the next round. And so on.</p>
Resources	Main activity
<p>Coursebook page 198</p>	<p>Speaking: Activity 1</p> <p>1. Have a brief class discussion about the language that you have looked at in the previous six lessons (reported speech, reported questions, punctuation, vocabulary related to holidays and school exchange trips).</p> <p>2. Draw learners' attention to Activity 1. Ask them to briefly discuss the question.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Coursebook page 198</p>	<p>Reading: Activity 2</p> <p>1. Go through the questions with the class. (You may find it useful to put the questions on the board.)</p> <p>2. Allow learners a set time to read the holiday messages. Learners then close their books and discuss as a class the answers to the questions for each review.</p> <p>CORE</p> <p>Feedback</p> <p>Clarify the answers of both questions for each of three reviews. Find out which of these three types of holidays learners find most appealing.</p> <p>Answers</p> <p>1 beach: windsurfing and sailing, Yes: amazing</p> <p>2 camping, No: don't like camping</p> <p>3 school exchange trip, Yes: lots of questions but having a good time</p>

<p>Workbook page 168</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work individually to complete the sentences using reported speech. Learners compare their sentences with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <ol style="list-style-type: none"> He said he was on a sightseeing tour of the city. He said they could see lots of beautiful old buildings. He said he loved it. She said they were whale watching. She said she didn't usually like boat trips but this was incredible. He said he was visiting his cousin in Amman. He said they played in the park every day. He said he was having a great time. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Work closely with these learners. Provide them with the missing words from each sentence in jumbled form. Learners take it in turns to call out the words in the correct order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Set a time limit for these learners to complete the sentences in.
<p>Workbook page 168</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions with the class, and clarify the different types of mistakes that they may need to correct. Explain that each sentence includes only one mistake. Learners work in pairs to correct the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p>Answers</p> <ol style="list-style-type: none"> He asked me if I went sightseeing. She said she didn't like the campsite. She asked me what I liked about the Grand Bazaar.
<p>Coursebook page 198</p>	<p>Writing and speaking: Activity 3</p> <ol style="list-style-type: none"> Learners work individually to write a short message about a trip they are currently on. Learners work in pairs to read each other's messages and to ask and answer at least three extra questions. Go round monitoring, and make sure that learners are making notes of their partner's answers. <p>CORE</p> <p>Feedback</p> <p>Check that all of the pairs have read their partner's messages and asked and answered an extra three questions about their trips.</p> <p>Answers</p> <p>Learners' own answers.</p>

	<p>Differentiation activities (Support):</p> <p>1. Suggest that these learners use the basic facts around one of the trips they have read about in the previous six lessons (Cairo, Istanbul, Kuala Lumpur, Cuba) for the details of their current holiday.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Have these learners write a more detailed 'email' rather than a short message. Encourage them to include as much information as they can think of.</p>		
<p>Coursebook page 198</p>	<p>Writing: Activity 4</p> <p>1. Learners write paragraphs summarising their partner's holiday.</p> <p>2. Learners show their paragraphs to their partners to check for accuracy.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the class. Did the learners' partners summarise their holiday accurately? Did they use <i>said</i> and <i>told</i> correctly? Did they use capital letters and punctuation correctly?</p>		
	<p>Answers</p> <p>Learners' own answers.</p>		
	<p>Differentiation activities (Support):</p> <p>1. Allow these learners to write just one or two sentences, summarising their partner's holiday.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Put these learners into groups of three or four, rather than pairs. They write summaries for the holidays of everyone in their group.</p>		
<p>Workbook page 168</p>	<p>Workbook: Reflect on your learning</p> <p>1. Learners look back on the work they have done in the last seven lessons and write sentences in response to the questions.</p>		
<p>Resources</p>	<p>Plenary</p> <p>1. Have a class discussion about the learners' holiday reviews. Find out where people went and what they did? Did they have a good time? Why? Why not?</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G7.2.1.1.2) Recount personal experiences and events in the past; speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.4.1.1.8) Write short narratives to develop real or imagined experiences or events, relate personal experiences and known stories using descriptive details and sensory language.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read prompts, questions and sentences using compound nouns, verb + <i>-ing</i> form, and reported speech of statements and questions. Writing: To complete compound nouns and sentences using the <i>-ing</i> form. To write reports of statements and questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary, including compound nouns, for holidays, places to stay and airports • use verb + <i>-ing</i> form to describe holiday activities • report statements and questions about holiday experiences.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for holidays and places to stay • Compound nouns • Verb + <i>-ing</i> form • Vocabulary for airports • Reported speech with <i>say/tell</i> (direct speech: present simple, present continuous) • Reported questions (<i>Wh-</i> and <i>Yes/No</i> questions) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sightseeing tour, tennis court, day trip, ice skating, swimming pool, theme park, water sports, departures, check-in, meeting point, currency exchange, customs, baggage reclaim, café, arrivals, passport control, lift</i> Key expressions/structure: Verb + <i>-ing</i> form, Reported speech: statements and questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In Use of English: Activity 6 the answers with <i>told</i> can be followed by any object pronoun (for example <i>me, us, them, him, her</i>). The answer key in this Teacher Guide, suggests <i>me</i>, for brevity's sake. 		
Resources/equipment needed: Coursebook page 199		

UNIT 11 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide the class into three groups, and set each group a different challenge. Group 1 must write three short sentences using different compound nouns. Group 2 must write three short sentences with verb + <i>-ing</i> form. Group 3 must write three short sentences using reported speech (statements and questions). 2. The groups report back to the class. A spokesperson from each group reads their suggestions aloud. The other groups listen and decide if the suggestions are correct/accurate. The group with the most correct suggestions is the winner.
Resources	Main activity
Coursebook page 199	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that in Activities 1 and 2 they will be reviewing their knowledge of vocabulary to do with holidays. 2. Go through the instructions and model the example answer with the class. 2. Learners match the words to make compound nouns. <p>CORE</p> <p>Feedback</p> <p>Chain correct: Have a learner read out the first word, and another to call out the second, and so on.</p> <p>Answers</p> <p>sightseeing tour; tennis court; day trip; ice skating; swimming pool; theme park; water sports</p>
Coursebook page 199	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and elicit the answer to sign 1 (departures). 2. Learners work in pairs to write the correct label for each sign. <p>CORE</p> <p>Feedback</p> <p>The pairs join other pairs to compare their answers. Check that all of the groups agree on the correct answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 departures 2 check-in 3 meeting point 4 currency exchange 5 customs 6 baggage reclaim 7 café 8 arrivals 9 passport control 10 lift

	<p>Differentiation activities (Support):</p> <p>1. Provide these learners with the answers in jumbled form. Learners match the words to the signs.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Rather than just labelling the signs, these learners write a short sentence describing what they do at each one, for example <i>I show my passport at passport control.</i></p>
<p>Coursebook page 199</p>	<p>Use of English: Activity 3</p> <p>1. Go through the instructions and the example answer with the class.</p> <p>2. Write the verbs in the box on the board, and have volunteers take it in turns to come to the front and write the <i>-ing</i> form of each one, for example flying, swimming, etc. The other learners raise their hands if they think the spelling is incorrect.</p> <p>3. Learners work individually to complete the sentences with the correct <i>-ing</i> form of the verbs.</p> <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 flying; 2 sleeping; staying; 3 spending; 4 swimming; 5 trying; 6 visiting</p>
<p>Coursebook page 199</p>	<p>Use of English: Activity 4</p> <p>1. Model the questions and the example answer. Elicit which type of questions use <i>if</i> when they are reported (<i>Yes/No</i> questions).</p> <p>2. Learners write reports of the questions in their notebooks.</p> <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to read out the correct reports in full.</p> <p>Answers</p> <p>1 She asked me if I was here on holiday. 2 She asked me where I was staying. 3 She asked me if I was having a good time. 4 She asked me if the surfing was good. 5 She asked me if I was going on a boat trip. 6 She asked me which beach I liked best.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to review the information in the <i>Use of English</i> box on pages 195 and 196 before starting this activity.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write a report of an imaginary answer to each of the questions, for example <i>She asked me where I was staying. I told her I was staying in a hotel.</i></p>

Coursebook page 199	Use of English: Activity 5 1. Go through the instructions with the class, and highlight the fact that some reports use <i>said</i> and some use <i>told</i> . 2. Learners complete the reports of Ben's statements. CORE Feedback Have learners take it in turns to read out the correct reports in full. Answers 1 He said he was having a great time. 2 He told me he was there with his cousin. 3 He said he was learning to surf. 4 He told me he also wanted to learn to windsurf now. 5 He said he was staying at a great campsite near the beach.		
Resources	Plenary Have a feedback session with the class. Find out which sections of the review lesson learners found most difficult. Which areas do they need to work on in the future?		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G7.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss plans for organising a holiday as a treat. Reading: To read a plan for a holiday treat Writing: To write notes in preparation for a presentation of the plans for a holiday treat.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • explain plans for a holiday treat • collaborate with peers in a discussion about holiday plans.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for holidays and places to stay • Present simple • Future forms: <i>will, going to</i> 21st Century Skills: <ul style="list-style-type: none"> • Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing). 		
Key vocabulary: <i>treat, aquarium, fashion, jewellery, wildlife, school holiday, bus, day trip, fortnight</i> Key expressions/structure: Present simple, Future forms: <i>will, going to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain <i>fortnight</i>, a British English word, meaning a two-week period. 		
Resources/equipment needed: Coursebook page 200		

UNIT 11 LESSON 16 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Find out what learners can remember about the different trips and holidays covered in this unit. 2. Elicit examples of places to stay and things to do. 3. Find out which of these places learners would like to go to, and what they would like to do there, and where they would like to stay.
<p>Resources</p> <p>Coursebook page 200</p>	<p>Main activity</p> <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the words in the <i>Vocabulary</i> box, and have learners tell you what they can see in the three photos. 2. Learners work in pairs to read the text and discuss the questions. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the pairs.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Asma 2 The Dubai Mall 3 go shopping, go to the aquarium 4 in the next school holiday 5 two or three days 6 by bus <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with these learners. Read the text aloud, and then ask volunteers to suggest answers to each of the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners read the text, then close their books and write a summary of the information in the text. 2. Learners compare their summaries with a partner, then open the Coursebook and read the text again to check their information.
<p>Coursebook page 200</p>	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Divide the class into groups and explain that they will work together to plan a special trip to present in the next lesson. Encourage learners to think about all of the elements covered in the plan in Activity 1. 2. Learners work in groups to plan and write notes about a holiday treat. Go round monitoring, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Check that all groups have decided who their treat will be for, where they will go, where they will stay, how they will get there, how long they will stay and what they will do there.</p> <p>Answers</p> <p>Learners' own answers.</p>

Coursebook page 200	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> Go through the instructions and encourage learners to start to think about how they will present their plans to the rest of the class. Learners work in groups to prepare their presentations and gather illustrations. <p>CORE</p> <p>Feedback</p> <p>Check that all groups are satisfied that they now have, or will be able to have, enough information to give a full presentation in the next lesson.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers.</p>
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Resources	Plenary
	<ol style="list-style-type: none"> Have a class discussion about giving presentations. Elicit some of the things that learners should remember when giving a talk, for example <i>be prepared, speak clearly, cover all the main points, be ready to answer questions from the rest of the class.</i>

Learning styles catered for (✓):

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

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

Standards/SLOs:

- (G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, e.g.,
 - making offers and requests
 - making suggestions
 - expressing likes and dislikes
 - expressing preferences
 - giving advice using ought to, you'd better
 - obligating and prohibiting
 - making assumptions and predictions (e.g., She must be busy, she doesn't answer the phone.)
 - expressing agreement and disagreement
 - expressing opinion.
- (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.
- (G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give presentations in front of the class and answer questions about it. Listening: To listen to presentations and ask questions about them. Reading: To read a self-assessment checklist.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • prepare a presentation • present information to the class as part of an organised and stimulating group presentation • reflect on and assess their group's presentation.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for holidays and places to stay • Present simple • Future forms: <i>will, going to</i> 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. 		
Key vocabulary: Vocabulary related to holidays and places to stay Key expressions/structure: Present simple, Future forms: <i>will, going to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain <i>eye contact</i> (when two people look at each other's eyes at the same time), and how it helps someone who is giving a presentation to keep the attention of the individual audience members. 		
Resources/equipment needed: Coursebook page 201		

UNIT 11 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Recap on the discussion you had at the end of last lesson. Ask: <i>What makes a good presentation? What do you need to remember when giving a talk?</i> 2. Discuss the learners' suggestions with the whole class.
Resources	Main activity
Coursebook page 201	<p>Presentation: Activity 4</p> <ol style="list-style-type: none"> 1. Put learners into the same groups as the previous lesson and go through the instructions with the class. Point out that they will need to be prepared for other learners asking questions at the end of their talks. 2. Learners work in groups to look back at the information they prepared about the holiday treat in the previous lesson and to decide who will present each section. 3. Learners rehearse their talks in their groups and prepare any illustrations they have been able to find. 4. Go round monitoring and giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>Make sure that all of the groups are satisfied that they are ready to give their presentation.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 201	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Speaking tip</i> box, the instructions and the example questions with the class. 2. Groups take it in turns to give their talks. Their classmates listen, and ask questions at the ends of each talk. <p>CORE</p> <p>Feedback</p> <p>When all of the groups have given their presentation, have a quick feedback session. Elicit some particularly good points in the talks and choose some that could have been expanded on.</p> <p>Answers</p> <p>Learners' own answers.</p>

Coursebook page 201	Presentation: Activity 6 1. Go through the checklist with the class. Make sure that all of the learners understand the number ranking system. 2. Learners work individually to rate their groups' talk. 3. Learners reconvene in their groups to compare their assessments of the group's talk. CORE Feedback Have a feedback session with the class. Find out how the groups felt about their own talks. Did all of the members of each group agree with one another? Why? Why not? Answers Learners' own answers.		
Resources	Plenary 1. Ask for a show of hands: which of the groups' plans for a holiday treat do they think sounds the most exciting? Why? 2. Find out what the rest of the class feel was particularly good about their talks.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss and put forward opinions. Vocabulary: To practise using weather-related vocabulary. Listening: To understand simple conversations about the weather.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand weather-related symbols and vocabulary • use a range of weather-related vocabulary and expressions.
Link to prior learning: <ul style="list-style-type: none"> • Basic weather terms 21st Century Skills: <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it. 		
Key vocabulary: <i>autumn, cloudy, sunshine, sunny, cold, hot, umbrella, freezing, puddle, rainy, snowy, summer, warm, windy, winter, minus, degrees</i> Key expressions/structures: Present simple, collocations: <i>it feels like, it can be as cold as, it can be as high as, extremely warm, surprisingly cold, (it rains) on average for, cloudy with some sunshine,</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There is a lot of new weather vocabulary in this unit that learners may not be familiar with. Learners should use the symbols on the map of Spain to discuss new vocabulary and then listen to the conversations to become familiar with weather-related expressions and collocations. 		
Resources/equipment needed: Coursebook page 202 Workbook page 169 Audio track 50 Access to the Internet A map of the world or a globe 10 pieces of paper with names of famous cities on each one A container		

UNIT 12 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
<p>Coursebook page 202</p>	<ol style="list-style-type: none"> 1. Explain to learners that this unit is going to focus on the weather and the environment. 2. Prepare a set of ten pieces of paper with a name of a famous city/capital on each one, i.e. <i>Paris, New York, Muscat, Cairo, Athens</i>, etc. Fold the pieces of paper and put them in a box or other available container. Divide the class into ten groups or pairs and ask each one to pick a piece of paper. 3. Learners discuss in their groups/pairs what they think the weather is like in this city at the moment. Allow learners to use your map or globe to find the exact location of the city and help them with the country if necessary. 4. Invite a strong learner from each group/pair to stand up and give a short description of what they think the weather is like in their chosen city and have the class guess which city it is. 5. Allow learners to use their phones or any Internet access you may have to check the weather forecast for their cities and confirm their weather forecast.
Resources	Main activity
<p>Coursebook page 202</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners close their books and write these weather conditions on the board: <i>sunny, cloudy with sunshine, snowy, windy, rainy</i>. Invite one learner at a time to come up to the board and draw a symbol they think would best depict each weather condition. 2. Remind learners that the symbols need to be as simple as possible, so they convey the message in the clearest way. 3. See if the rest of the class agrees with the symbols drawn or if any other learner has a better idea. 4. Ask learners to look at the map of Spain and identify the symbols that stand for the same weather conditions as written on the board. <p>DESIRABLE</p> <p>Feedback</p> <p>Find out whether the symbols on the map match any of the symbols learners drew or if they think the ones they thought of would work better for a weather forecast.</p> <p>Answers</p> <p>palm tree = wind/windy sun = sunshine/sunny cloud and sun = cloudy with some sunshine cloud and raindrops = rain/rainy cloud and snowflakes = snow/snowy</p>

<p>Coursebook page 202 Audio Track 50</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Call out <i>rain</i>, <i>cold</i> and <i>hot</i> and mime holding an umbrella, shivering and being hot for each weather type respectively. Have learners call out the country that comes to their mind first for each weather type. 2. You could write the names of the countries you hear on the board. 3. Tell the class that they are going to listen to three simple conversations about the weather and that they need to identify which country the speakers are talking about. 4. With books closed, play the recording once for learners to identify each country. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class. Then ask volunteers to come and locate each country on the globe or the map.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The UK 2 Russia 3 The UAE
<p>Coursebook page 202 Audio Track 50</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Invite support learners to read the questions out loud and encourage the class to try and answer them from what they remember. 2. Replay the recording and ask the learners to answer the questions and find out whether any of their first answers were correct. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers with a partner first and then choose volunteers from the class.</p> <p>Answers</p> <p>Conversation 1</p> <ol style="list-style-type: none"> 1 rainy 2 summer 3 wearing coats and carrying umbrellas 4 a puddle <p>Conversation 2</p> <ol style="list-style-type: none"> 1 Moscow 2 -10° C 3 hot 4 summer clothes <p>Conversation 3</p> <ol style="list-style-type: none"> 1 Dubai 2 wonderful weather – sunshine 3 in the shopping malls 4 No, because it rarely rains. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow these learners to make notes of key words on a piece of paper that will help them with forming their answers. Help with any unknown vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to answer in full sentences.

<p>Workbook page 169</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask individual learners to choose a weather symbol from the board that best describes the weather at this time of year for where they live in the UAE. Help with any new vocabulary as necessary. Ask them if they think the weather is the same everywhere in the UAE or if it is different in some places. Elicit what weather other areas may have at this time of year. You could use a real weather forecast from a newspaper, TV programme or online. 2. Draw learners' attention to the map of the UAE in Activity 1. Point out that this map is not a true weather forecast. 3. Complete the activity open class. Call out a place name on the map. Ask a volunteer for the answer and get all learners to write the answer in the correct place in the table. <p>CORE</p> <p>Feedback</p> <p>In small groups, ask learners to look at the symbols on the map again and encourage them to talk about which of these weather conditions are usual or unusual for their country. Learners will probably agree that snow is the most unusual weather condition for their country.</p> <p>Answers</p> <p>Cloudy with some sunshine: Habsan, Abu Dhabi Rain: Tarif Snow: An Nashash, Al'Ain, Sha'am Sun: Humar, Masfut Wind: Dubai</p>
<p>Workbook page 169</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the list of words in the word box and ask learners to give a short definition of what each word means or to use it in context in a sentence. 2. Challenge learners to think of what the opposite word is for <i>high (low)</i>, <i>sunshine (rain, clouds)</i>, <i>freezing (hot, warm)</i> and what the other seasons are (<i>summer, spring, winter</i>). 3. Have learners complete the sentences using the correct words from the box. <p>DESIRABLE</p> <p>Feedback</p> <p>Display the answers on the board for learners to self-check and correct.</p> <p>Answers</p> <p>1 high; 2 freezing; 3 sunshine; 4 autumn; 5 puddle</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a weather quiz. Divide learners into groups of three or four. Give each group a piece of paper. Say a type of weather and ask groups to draw the correct symbol. Then, show a symbol and ask groups to write the correct weather condition. Then, read out a short weather forecast and ask groups to note down all the weather words they hear in the correct order – try to include at least four weather conditions. Groups swap papers and mark each other's quizzes. They pass the papers back and then give you their results to find a winner.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss weather symbols and talk about the weather. Reading: To read descriptions of the weather. Writing: To write weather-related collocations and a short weather forecast.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand weather-related vocabulary and symbols • understand and use weather-related collocations • write their own weather forecast • discuss preferences about the weather and the seasons.
Link to prior learning: <ul style="list-style-type: none"> • Weather vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to develop, implement and communicate new ideas in English to others effectively. 		
Key vocabulary: <i>bright, cloudy, fall, rise, wet, temperatures, thunderstorms, windy</i> Key expressions/structures: collocations: <i>clear skies, early morning, good chance, heavy rain, high ground, hot and sunny, icy conditions, light/heavy rain/snow/storm/shower, late afternoon, strong/light wind, tomorrow morning, wet and windy</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There may be confusion about which adjectives to use to describe the weather. Please ensure learners study the <i>Language tip</i> boxes in the Coursebook and Workbook carefully. 		
Resources/equipment needed: Coursebook page 203 Workbook page 170 Paper and pencils		

UNIT 12 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Put learners in small groups and give them some paper and pencils. Ask them to think of symbols that they have seen on a weather map or weather forecast. Can they remember and add to the ones they saw in the previous lesson? Can they brainstorm and provide drawings and explanations of the symbols they have seen? Could they provide symbols themselves for different types of weather? Display and discuss their ideas as a class.
Resources	Main activity
Coursebook page 203	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> Focus on the symbols. Do learners recognise any of them? What do they mean? Elicit suggestions from the class. Tell learners to read all seven sentences in the activity and then to match each one to the correct symbol. <p>CORE</p> <p>Feedback</p> <p>When learners have finished, check as a class. Ask them if they found any new words. Elicit the meaning from learners, reminding them to use the context to achieve this.</p> <p>Draw learners' attention to the <i>Language tip</i> box and point out that these adjectives are very often used with the nouns on the right.</p> <p>Encourage them to add these collocations to their notebook record.</p> <p>Answers</p> <p>1 c; 2 f; 3 g; 4 e; 5 a; 6 b; 7 d</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage these learners to create a list of the new vocabulary that would be used for a certain weather condition, i.e. <i>wet, thunderstorms, heavy rain, light showers</i> would fall under the general category of <i>rain</i>; <i>temperature will fall, icy conditions, good chance of snow</i> and <i>high ground</i> would fall under the general category of <i>snow</i>, etc. This distinction will help them use the new vocabulary in the correct context. Encourage these learners to think of new sentences using the new vocabulary for the next class.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Divide this group of learners in to pairs. One learner reads out a sentence at a time and the other quickly draws the matching symbol or a symbol of their own. Invite these learners to show the class any new symbols they have thought of and challenge the class to give a short description of each one like the ones given in the sentences.

<p>Workbook page 170</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the words in the boxes. Drill both chorally and individually. 2. Focus attention on the paragraphs and ask learners to read them silently. Elicit that they are part of a weather forecast and point out that the style used for this kind of text is neutral and compact. 3. Allow learners a few minutes to complete the texts on their own. <p>CORE</p> <p>Feedback</p> <p>Invite one learner to come up to the board and write the answers up for the first text. Allow them to bring their book with them for reference. Have the other learners confirm their answers and correct any mistakes on the board.</p> <p>Once the correct answers have been given, allocate a strong learner to read the completed text out loud. Make sure the pronunciation of difficult words is correct and encourage them to sound formal, like a weather presenter would. Repeat for the second text.</p> <p>Answers</p> <p>1 clear; 2 bright; 3 sunny; 4 high; 5 icy; 6 good; 7 high; 8 heavy</p>
<p>Workbook page 170</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> box and ensure everyone understands the function of a collocation. Remind them that they have already encountered useful weather collocations in the <i>Language tip</i> box on page 203 of their Coursebook. 2. Learners read the words and combine them to make collocations. <p>DESIRABLE</p> <p>Feedback</p> <p>Put the class in pairs to check they have come up with the same number of collocations, adding any missing ones to their list. Invite one learner from each pair to read out a collocation until all possible combinations have been mentioned.</p> <p>Answers</p> <p>clear skies; heavy/light rain; heavy/light showers; heavy/light snow; heavy/light storm; icy conditions; light/strong winds</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by giving them this tip: <i>Divide the words into adjectives and nouns.</i> 2. Then point out to these learners that it will be easier for them to find the collocations by trying out which adjective would match each noun. Monitor and help as necessary with this procedure. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Extend this activity with this group of learners by dividing them in pairs. 2. Each pair works together to think of a piece of advice for each collocation, i.e. <i>icy conditions: be careful on the road; clear skies: wear sunglasses</i>, etc. 3. Invite each pair to read their pieces of advice out loud for the rest of the class to guess the matching weather condition.

<p>Workbook page 170</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the map and elicit where the island of Barbados is located (<i>in the Atlantic Ocean, close to the Caribbean Sea</i>). If you have Internet access, a map or a globe, you could show learners the exact position of the island. 2. Challenge learners to imagine what the weather is like on this tropical island (<i>heavy rain, sunny, warm, etc.</i>). 3. Make sure learners remember what weather condition each symbol stands for and help as necessary. 4. Draw a compass rose like the one provided under the map and write the cardinal directions for each letter, i.e. <i>N = North, E = East, S = South, W = West</i>. This will help learners identify the exact locations on the map. 5. Allow them a few minutes to complete the forecast. <p>CORE</p> <p>Feedback</p> <p>Allocate a learner to call out the name of another learner who reads out the first completed sentence. Have the rest of the class clap if they think the answer is correct. If they don't agree and the answer is incorrect, have the first learner call out another name to correct the sentence. The learner who gets the sentence correct can then nominate the next learner and so on.</p> <p>Example answers</p> <p>Tomorrow, on the Atlantic coast, there will be strong winds but it will be sunny. In the north-west, there will be storms and heavy rain. In the south-west, there will be rain and light winds. On the south coast temperatures will fall rapidly.</p>
<p>Coursebook page 203</p>	<p>Vocabulary: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners if they remember what the four seasons of the year are. Invite learners to provide the answer orally. 2. Ask learners to talk about these seasons in their own country and how different they are compared to other countries around the world. Provide any useful world knowledge you can to assist learners in this discussion. 3. In pairs, learners complete the three activities. If possible, pair up a weaker learner with a more confident one. <p>DESIRABLE</p> <p>Feedback</p> <p>Check that all learners understand when in the year the seasons occur and that they can vary depending on where people live.</p> <p>When learners have completed all parts of Activity 5, ask them to compare their answers with another learner before checking as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 winter, spring, summer, autumn 2 Learners' own answers. 3 Learners' own answers.

<p>Coursebook page 203</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to ask and answer the questions. 2. Make sure learners are familiar with <i>most</i> and <i>least</i>. <p>CORE</p> <p>Feedback</p> <p>Circulate, giving advice as needed, particularly for pronunciation but also to give ideas where necessary. Make a note of any common errors and equally any good uses of language. Write these up anonymously on the board at the end of the activity and go through them with the group.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to write a short story of 70–100 words about a true or imaginary event related to weather; for example, <i>Holidays ruined by wild weather</i>, <i>A snowy day</i>. They must use as many weather-related vocabulary items as possible. 2. Once all stories are complete, put learners in pairs and have them read their stories to one another. The listening partner needs to identify the weather items and draw the symbols on a piece of paper in the order they are read out. 3. Then learners compare stories and symbols to make sure they match. Award a point for each correct symbol. 4. Circulate and help as necessary during the writing process. 5. Nominate the winner of the game and read out loud the corresponding story for the rest of the class to draw the symbols if there is time.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: <i>must be, could be, can't be</i> • possibility: <i>may, might and could</i> • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, <i>where</i> and <i>when</i>) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as <i>too, enough</i> • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To examine the way in which the weather is presented in different media. Vocabulary: To practise using weather symbols and vocabulary. Writing: To write a weather forecast. Speaking: To present a weather forecast.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> research weather information on different types of media and understand weather language and symbols write and present a weather forecast.
Link to prior learning: <ul style="list-style-type: none"> Weather vocabulary 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to articulate thought and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>cloudy, cooler, sandstorm, skid, snow, snowy, sunny, rainy, windy</i> Key expressions/structures: collocations including: <i>average temperature, coastal areas, mild winter, mountain areas; will for predictions: it will be, there will be</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel anxious about performing their weather reports in front of their peers. Allow learners to practise in pairs and if necessary help them with sentence starters from the <i>Language tip</i> box. 		
Resources/equipment needed: Coursebook page 204 Workbook page 171 If possible, access to the Internet and newspapers/magazines that contain weather reports. Seasonal clothes or pictures of seasonal clothes for the Starter activity.		

UNIT 12 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask for volunteers. Ask the first volunteer to put on / hold up a picture of a summer item of clothing such as sunglasses. The class should try and guess what season is being represented. This should be repeated for all the seasons with whatever material the teacher has to hand such as warm hats, an umbrella, sun hats, etc.2. This is also an activity learners could prepare themselves, with each learner bringing in a 'prop' or a picture to represent the season they were allocated.
Resources	Main activity
Coursebook page 204	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Write the title of the lesson <i>Wild weather</i> on the board and elicit its meaning, for example weather that is extremely hot or cold, too windy, too much snow, etc.2. Ask learners to think of the weather in their country and whether it could be described as <i>wild</i> in some cases, for example, they may mention extremely high temperatures or sandstorms.3. Allocate one learner at a time to read a paragraph from the text and help with any pronunciation problems. Ask the listeners to underline any words they do not understand.4. In pairs, learners go through the words in the text they have underlined and together, try to work out the meanings from the context. Circulate helping where necessary.5. Allow learners a few minutes to write their answers to the questions. <p>CORE</p> <p>Feedback</p> <p>When completed, ask one learner at a time to read out loud one question and then name the learner they would like to answer it. Check answers in this way as a class.</p> <p>Answers</p> <ol style="list-style-type: none">1 very hot2 average temperatures can reach above 45 °C3 average highest temperatures are around 20 °C4 yes, but not a lot5 Not usually, but there was snow for the first time in 2004.

Coursebook
page 204

Reading: Activity 2

1. For this activity, ensure there is Internet access and/or bring in a selection of newspapers/magazines that contain weather reports.
2. Ask where learners might find a weather forecast and hold a vote on how important it is in our everyday lives to know what the weather will be like. Discuss why it might be important.
3. Divide learners in two groups. One of them should find a clip of a weather forecast, either visual or audio, and the other a written weather forecast in one of your newspapers/magazines. A good place to find weather reports is at the BBC weather website.
4. Point out that written forecasts usually have only symbols and temperatures to indicate the weather conditions, so in this case, challenge this group of learners to note down any language they can think of that could accompany their forecast.

CORE

Feedback

Once both groups have completed their research, have them present their results to the other group. They should focus on the symbols and language used. Make sure they have identified the use of *will* in weather forecasts. If necessary, write up the two sentence stems: *It will be ...* and *There will be ...* on the board for learners to take notice of. Then they can compare and find any differences or similarities between the two types of weather forecasts.

Workbook
page 171

Workbook: Activity 1

1. Draw learners' attention to the symbols and have them call out in chorus the weather condition depicted in each one.
2. Then have learners work in pairs to write down full sentences like the one provided in the example. Allow learners to refer to the *Language tip* box on page 204 of the Coursebook.

CORE

Feedback

Invite learners to read out their sentences and allow other learners to offer any different answers they may have.

Answers

Learners' own answers.

Differentiation activities (Support):

1. For these learners, point out that they can also refer to the weather forecast in Activity 3 on page 170 of the Workbook and find expressions they could use.
2. Monitor and help as necessary.

Differentiation activities (Stretch):

1. Have these learners recall all the other symbols and weather conditions they have encountered so far, for example *icy conditions*, *temperature rising/falling*, etc.
2. Have them present their results to the rest of the class. This will help with the weather forecast they will prepare and present later on in this lesson.

<p>Workbook page 171</p>	<p>Workbook: Activity 2</p> <p>1. Have learners work on their own to complete the sentences. They will be quite familiar with the words by now, so challenge them to complete the activity as fast as they can.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Call out learners' names randomly for each one to read out loud one sentence and check answers this way as a class.</p> <p>Answers</p> <p>1 rain; 2 sunshine; 3 icy conditions; 4 wind; 5 cloudy; 6 low temperatures</p> <p>EXTENSION</p> <p>Ask learners to cover the sentences. Nominate learners to read out one word from the box and then have a volunteer repeat the sentence as close to the original one in the activity as possible without referring to the Workbook.</p>
<p>Coursebook page 204</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the illustration on page 204 of their Coursebook and name what job this person does (<i>weather presenter/forecaster</i>). 2. Tell them that they will prepare a weather forecast and present it in the next activity. 3. Put learners in pairs, ideally a weaker one with a more confident one, and have them choose an area of their country. 4. If possible, allow them to search online for a weather forecast for that area which contains only symbols and temperatures. Have them work with this data to prepare a written forecast for their chosen area. 5. Alternatively, if Internet access is not available, allow learners to invent their own weather forecast and even make it less plausible to give a fun twist to the task. 6. Monitor and help as necessary. Check pairs, first drafts and encourage them to rewrite correcting any errors or improving their phrasing. <p>CORE</p> <p>Feedback</p> <p>Ask learners to come to the board and write any useful weather-related collocations they have used in their written forecasts.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help these learners put together their weather forecast by referring them to the <i>Language tip</i> box on page 204 in the Coursebook, as well as any useful expressions they can extract from Activity 4 on page 203 in the Coursebook. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Extend the activity for this group of learners by asking them to choose a different country, ideally one with a very different climate to their own, and to write another forecast for it. 2. Have them present this additional forecast in Activity 4, later on.

<p>Coursebook page 204</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Encourage pairs who have had their written forecasts checked by you, to practise reading them aloud. They should read roughly half of the forecast each. 2. Show a clip of a professional weather forecaster to remind learners of how they should perform. 3. In their pairs, have learners come up to the board and present their weather forecast. 4. Ask them to draw a map of the UAE and some symbols on it to aid their presentation. 5. Remind them to use the appropriate language and tone for a weather forecast and allow them to refer to their notes if they have difficulty doing this. <p>DESIRABLE</p> <p>Feedback</p> <p>Have the class vote on the pair that presented their forecast in the most professional way.</p> <p>Allow the stretch learners who prepared a second weather forecast to present it, without revealing their chosen country, for the rest of the class to guess.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Finish my sentence</i>. Put learners in groups with books closed. Read out a sentence with a weather condition, leaving it incomplete; for example, say: <i>There will be heavy rain tomorrow so ...</i> 2. Encourage learners to shout out a useful piece of advice; for example: <i>Take an umbrella with you / Take a taxi to school</i>, etc. The first team to give the answer wins a point.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.1.1.1) Write texts of more than two paragraphs with simple compound and complex sentences, using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. <p>(G7.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To express opinions about the frequency and cause of extreme weather. Reading: To read and understand factual information about extreme weather and global warming.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the difference between normal and extreme weather • understand the link between extreme weather and global warming.
Link to prior learning: <ul style="list-style-type: none"> • Weather and vocabulary connected to the environment 21st Century Skills: <ul style="list-style-type: none"> • Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language. 		
Key vocabulary: <i>atmosphere, desert, flood, gases, hurricane, pollution, temperature, sandstorm, heatwave</i> Key expressions/structures: collocations including: <i>extreme weather, global warming, greenhouse gases</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There is quite a lot of new vocabulary to learn. Ensure learners are writing it down and reviewing it. Learners may wish to look back to the Coursebook and Workbook and review the weather-related vocabulary already presented. 		
Resources/equipment needed: Coursebook page 205 Workbook pages 171 and 172 Access to the Internet and a smart board or photos of the following types of extreme weather: hurricane, heatwave, flood, sandstorm		

UNIT 12 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. If you have access to the Internet, search for images of these extreme weather conditions: hurricane, heatwave, flood, sandstorm. Alternatively, you could search and print photos of them and bring them to class. 2. Show each image to learners and ask them to name/describe the weather phenomenon they see. Gather ideas and then write the right word on the board for learners to copy in their notebooks. 3. Provide a short description of what happens during each of these extreme weather conditions for learners to note down. This will help them remember what each weather condition is. You could ask them in small groups to devise a tableau (a still picture) using only their bodies to depict one of these extreme weather conditions. Remind them that the rules of tableaux are that each member of the group should 'appear' in the picture, and that there can only be one picture per group and that picture should not move or include sound. Allow groups to relax and see each other's tableaux. Comment on what you like about each one in relation to how you can identify the extreme weather condition in it. 4. Elicit from learners that these weather conditions can be generally described as 'extreme weather' and that they are not normal. 5. Ask if any learner has ever experienced such a phenomenon or if they can remember any famous extreme weather type happening around the world. Help with vocabulary as necessary.
Resources	Main activity
<p>Coursebook page 205</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Write the words <i>moisture</i> and <i>evaporate</i> on the board and draw a simple sketch of the sea and drops of water evaporating into the air. Pre-teaching these words will help learners have a better understanding of the text. 2. Allocate a confident learner to read the first part of the text <i>What is extreme weather?</i> out loud and then another one for the second part <i>What is global warming?</i> 3. Go through the global warming process regarding the oceans and the dry areas before moving on to the third part of the text <i>How does global warming happen?</i>. Make sure learners understand the sequence and connection of events. 4. Draw learners' attention to the diagram and explain how global warming takes place. If this is more helpful, you could copy the diagram on to the board to give a clearer description of this phenomenon. Explain to learners what a greenhouse is and how this connects with the 'greenhouse gases' mentioned in the definition of <i>pollution</i>, i.e. these gases function like a greenhouse by keeping the warmth from the Sun instead of releasing it into the atmosphere. Ensure learners understand the meaning of <i>energy</i> (the warmth produced by the Sun). 5. Point out that the first process is the ideal condition for our planet and its temperature, whereas the second one is what actually happens and causes the weather to become extreme and ultimately dangerous for life on Earth.

	<p>CORE</p> <p>Feedback</p> <p>Once you've established that learners have understood the text and processes/ diagram, ask them to think of an appropriate title for the text and the diagram. Gather ideas from the class and have a vote to find out the best two titles.</p> <p>Answers</p> <p>Learners' own answers, but example titles could be: <i>Extreme weather and global warming</i> (text) <i>The global warming process</i> (diagram)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to note down the meaning of new words in their notebooks. 2. Ask them to draw the global warming diagram in their notebooks and try and explain the process in a simpler way that helps them better understand it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Divide this group of learners in pairs and ask them to prepare a short oral presentation of how global warming happens and how it leads to extreme weather phenomena. 2. Allow them to come to the board and draw their own diagrams. Assist and correct where necessary. 3. Encourage the rest of the class to ask comprehension questions and have them decide if this presentation has helped them better understand the text in the Coursebook.
<p>Coursebook page 205</p>	<p>Vocabulary: Activity 6</p> <ol style="list-style-type: none"> 1. With books closed, challenge learners to name as many extreme weather conditions as they can remember from the reading text. 2. Draw learners' attention to the activity and allow them a few minutes to do the matching task. They should be familiar with the terms by now, but remind them to focus on the ones they find the easiest first. <p>CORE</p> <p>Feedback</p> <p>Nominate one learner to read a word from 1–5 in random order and then name the learner they wish to give its definition. The rest of the class can confirm or offer the correct answer. Check answers as a class this way.</p> <p>Answers</p> <p>1 c; 2 a; 3 b; 4 e; 5 d</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> To help these learners better understand and remember the new vocabulary of this lesson, divide them in two groups and have one group cover items 1–5 in the activity and the other items a–e. The first group works together to provide a definition of their items, while the second group tries to find the correct words for their definitions. When both groups have completed their task they compare their answers and correct each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage these learners to choose one of the items 1–5 and describe it for the other learners in this group to guess which one it is. Challenge them not to use any of the clues a–e. Award one point to the learner that guesses an item correctly and find out who the winner is once the game is over.
<p>Workbook page 171</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Have learners read the statements in pairs and ask them to complete the task from memory. <p>CORE</p> <p>Feedback</p> <p>Put learners in different pairs to check their answers and ask them to provide the correct statements and any details they can remember from the text. Monitor and help as necessary. Allow learners to reread the text to check any incorrect answers.</p> <p>Answers</p> <ol style="list-style-type: none"> false (it has become 0.5° C warmer) true false (these are types of normal weather) false (greenhouse gases are caused by people, i.e. driving cars, factories, etc.) false (greenhouse gases cause the Earth’s temperature to rise)
<p>Workbook page 172</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Direct learners to the activity and explain that all the words in the word box can be found in the article on page 205 of their Coursebook. Have learners complete the task on their own. <p>DESIRABLE</p> <p>Feedback</p> <p>Check the answers in a fun, quick way by calling out a learner’s name and then a random photo number. The learner calls out the answer for the rest of the class to confirm or correct.</p> <p>Answers</p> <p>1 sandstorm; 2 flood; 3 heatwave; 4 hurricane</p>

Workbook page 172	Workbook: Activity 5 1. Read the first definition aloud. Write the first letter and the following gaps on the board. Elicit the answer from learners – if no-one can work it out refer them back to the text on Coursebook page 205 to scan the article to find the correct word. 2. Learners complete the activity individually. DESIRABLE Feedback Once three or four learners have finished, check their answers. If they are correct then tell them to go round and check and correct one third/quarter of the class's answers each. Answers 1 greenhouse; 2 temperature; 3 extreme; 4 atmosphere; 5 warming; 6 desert; 7 pollution		
Resources	Plenary 1. Ask learners to think about the lesson and note down three new things they've learned which they previously didn't know. Allow them a few minutes to do this. 2. Invite learners to tell their partners what these new things are.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports. (G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas and knowledge about thunder and lightning. Listening: To find out the facts behind thunder and lightning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about thunder and lightning.
Link to prior learning: <ul style="list-style-type: none"> • Weather vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English. 		
Key vocabulary: <i>decibels, hot climates, oceans, thunderstorms, storm, thunder, lightning</i> Key expressions/structures: <i>followed by, take care</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find listening activities challenging. Ensure the audio is repeated as often as necessary; completing Activity 2 in the Workbook should help learners with the more challenging Activity 3 in the Coursebook, as the Workbook text corresponds to the audioscript in the Coursebook listening task. 		
Resources/equipment needed: Coursebook page 206 Workbook page 173 Audio track 51 Access to the Internet if possible or pictures of storms with lightning.		

UNIT 12 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show learners a video clip of a thunderstorm on the Internet or in photos you have found. 2. Ask learners to describe what they are seeing and what noises they can hear or imagine they would hear. Elicit the new target vocabulary items, <i>thunder</i> and <i>lightning</i>. You could encourage learners to recreate the sounds or the visuals of the storm in as creative a way as possible. 3. Find out if any of learners are afraid of storms or were afraid of them when they were younger.
Resources	Main activity
<p>Coursebook page 206</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the title of the lesson and explain that <i>ahead</i> is a form of warning, i.e. <i>storms are coming close or soon</i>. 2. Put learners in pairs and have them go through the questions. Tell learners that these questions are there to help refresh their memory on what they learned in Lesson 4 in the reading about extreme weather and global warming. 3. Allow learners a few minutes to note down their answers. <p>CORE</p> <p>Feedback</p> <p>Invite various pairs to answer one question each in as much detail as possible making sure that the vocabulary used as well as the answers is correct.</p> <p>Example answers</p> <ol style="list-style-type: none"> 1 hurricane, heatwave, flood, sandstorm 2 Because of too much pollution and global warming. 3 More moisture evaporates which causes heavier rains, storms and floods. 4 It causes the Earth's temperature to rise. 5 Greenhouse gases are dangerous because they don't let heat leave the planet and therefore the Earth's temperature rises. <p>Differentiation Activities (Support):</p> <ol style="list-style-type: none"> 1. Help these learners by allowing them to look back at the text on page 204 to find the correct answers. 2. Monitor and help with the formation of the answers and the logical presentation of the information. <p>Differentiation Activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can extend the activity further by writing three more questions of their own. 2. They then ask the class their questions and provide the answers if the other learners have difficulty answering them.

<p>Workbook page 173</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that as with Activity 1 in their Coursebook, this Workbook activity also aims to revise what they have learned in Lesson 4. 2. Allow a few minutes for learners to order the sentences. <p>CORE</p> <p>Feedback</p> <p>Choose five learners who are sitting in a row or near each other. One by one, these learners should stand up in sequence and read out a sentence in order.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The Earth's oceans become warmer. 2 Moisture evaporates into the air. 3 More moisture causes heavy rain. 4 It also causes more storms. 5 The storms and heavy rainfall cause floods.
<p>Coursebook page 206</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they will now focus on one type of extreme weather: big storms with thunder and lightning. 2. Direct them to the three bullet points and allow them to make some notes for their answers. You could also allow them to use any available Internet access to gather some simple scientific information on how thunder and lightning happen. <p>CORE</p> <p>Feedback</p> <p>Put learners in small groups and have them discuss the questions. Each group could vote for the best personal story in the third bullet point and narrate it for the other learners.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Answer for the second bullet point could be: Clouds have lots of electric energy in them. Sometimes they have too much electric energy and that's when lightning happens. Lightning is the energy coming out of the cloud. When lightning travels from the cloud to the ground it creates a sound: thunder.</p>
<p>Coursebook page 206 Audio Track 51</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, give learners time to discuss the answers to the five questions. Ask them to write the answers to any questions that they think they know. 2. Have learners listen to the recording with books closed and then to go back through their answers and correct or add as required. <p>CORE</p> <p>Feedback</p> <p>When everyone has finished, ask pairs to swap their answers with another pair and check them.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Yes, but if the storm is too far away, you might see the lightning but not hear the thunder. 2 Yes 3 Degrees Celsius 4 30,000 degrees Celsius 5 When you see lightning, start counting. Continue counting until you hear the thunder. Three seconds are about the same as one kilometre.

Workbook page 173	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners back to the Workbook. 2. Explain that they are required to write either <i>thunder</i> or <i>lightning</i> in the spaces, so they must pay attention to whether the context is related to either sound or image. 3. Have learners complete the task on their own for a couple of minutes. 4. Circulate and help with any unknown vocabulary but don't confirm the answers at this point. <p>DESIRABLE</p> <p>Feedback</p> <p>Allocate learners with numbers 1–13 randomly and tell them that the numbers are the items within the text.</p> <p>Read the text out loud and pause whenever an item comes up for the corresponding learner to give the correct answer. Check answers as a class this way.</p> <p>Answers</p> <p>1 Thunder; 2 lightning; 3 thunder; 4 lightning; 5 lightning; 6 thunder; 7 lightning; 8 thunder; 9 lightning; 10 Lightning; 11 lightning; 12 thunder; 13 thunder</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Who wants to be a millionaire</i> with four or five questions and four answer options for each question. Focus the questions on different extreme weather types. 2. Divide learners into small teams and allow each team to confer and then give their answer. 3. You could write answers on the board or invite a learner to do this for you. 4. Allocate one point for each correct answer and find the winning team. 		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas about extreme weather. Reading: To read about storm chasers and answer questions. Writing: To use the passive form.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary related to extreme weather • use the passive form.
Link to prior learning: <ul style="list-style-type: none"> • Extreme weather vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to implement, develop and communicate new ideas to others in English effectively. 		
Key vocabulary: <i>crash, crops, ease, energy, report, reporter, roof, shines, smoke</i> Key expressions/structures: the passive form (present simple), collocations including: <i>storm chasers, street signs</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find the present passive challenging. Explain the difference between the object and the subject of the sentence. For example, show learners this active construction: <i>Jenny reads the book</i>. In this sentence, <i>Jenny</i> is the subject of the sentence and <i>the book</i> is the object. However, in the passive construction <i>The book is read by Jenny</i>, the object (the book) becomes the subject and the focus of the sentence. Make sure they understand the use of the verb <i>to be</i> in the construction of passives. 		
Resources/equipment needed: Coursebook page 207 Workbook page 174 A cardboard box or other small container, pieces of paper		

UNIT 12 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Put learners into small groups. Write the following three scenarios on the board and assign one to each group: <ul style="list-style-type: none"> A sandstorm A thunderstorm A flood Learners should brainstorm in their groups what actions they should take if they were faced with that situation. Discuss and feed back to the rest of the class. You could supply the prompt: <i>In a ... I wouldn't ... / you shouldn't ...</i>
Resources	Main activity
<p>Coursebook page 207</p>	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> Write <i>storm chaser</i> on the board. Draw learners' attention to the photo on page 207 in their Coursebook and elicit from learners the meaning of this term. Gather a few ideas before reading what a storm chaser does in the rubric of Activity 4. Have learners read the questions first before directing them to the text. They should read it on their own and locate where the answer to each question is. Encourage them to underline the words, phrases or sentences in the text that helped them work out each answer. Monitor and help as necessary with any unknown vocabulary. You could pre-teach: <i>meteorology conference, field, crops, thick, ease</i>, but point out that they should focus on scanning the text to find the answers to the questions rather than reading for detail in the first instance. <p>CORE</p> <p>Feedback</p> <p>Once the questions have been answered, read a question out loud and nominate a learner to stand up and give their answer, either from their notes or directly from the text. Ask learners to explain any new vocabulary or try and guess the meaning of it from the context. Confirm and correct as necessary.</p> <p>Answers</p> <ol style="list-style-type: none"> Storm Kelly in Nebraska USA. Towards Nebraska for a meteorology conference. Because she can hear the thunder close after the lightning. The farmer's field. <p>Differentiation Activities (Support):</p> <ol style="list-style-type: none"> You could tell these learners which paragraph they will find each answer in: Q1 – para 1 (introduction); Q2 – para 2; Q3 – para 3; Q4 – para 4. <p>Differentiation Activities (Stretch):</p> <ol style="list-style-type: none"> Challenge this group of learners to answer a few more questions on the report For example: <i>Why is everybody leaving the area?</i> <i>Why is it difficult to see when the storm starts?</i> <i>Why does the reporter say they are lucky at the end of the report?</i>

<p>Workbook page 174</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. If you have already presented the passive form with <i>Jenny reads the book</i>, as suggested in the <i>Common misconceptions</i> section above, then copy the active example from the <i>Use of English</i> box on page 207 in the Coursebook and challenge learners to change it into the passive. 2. If you find that learners are still not comfortable with this grammar point or if you have not presented the example <i>Jenny reads the book</i>, then go through the <i>Use of English</i> box together with the learners and make sure learners have understood the structure of the passive form. 3. If you wish, write a few more simple active sentences on the board and invite individual learners to write the passive form. 4. Then direct learners to their Workbooks and have them work on the task on their own, so that it is easier to spot any learner that is still having trouble understanding the passive form. <p>CORE</p> <p>Feedback</p> <p>Have learners compare their answers in pairs and then ask one learner to read one sentence and then name a different learner to read the next one and so on, until all answers have been checked.</p> <p>Answers</p> <p>1 are used; 2 is caused; 3 is carried; 4 is followed; 5 is saved; 6 is produced; 7 is needed</p>
<p>Workbook page 174</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. If learners have had no difficulty with the previous Workbook activity, allow them to progress to the next one which is slightly more challenging. 2. Ask learners to underline the verbs in each sentence first. Point out that the verbs have irregular past participles and help them with their formation if necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in pairs to compare their answers and then have one learner read one statement out loud and their partner provide the passive form. Check answers as a class this way.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Extreme weather conditions are caused by global warming. 2 The house is hit by lightning. 3 The car is shaken by the wind. 4 The loud thunder is heard by the man. 5 A report about the flood is written by our teacher. 6 Weather forecasts are read by people everyday. 7 An umbrella is kept by my mother in the car.

<p>Coursebook page 207</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Direct learners back to the Coursebook and ask them to read the words and use them to form a sentence using the present passive. 2. Go through the first example together to ensure all learners understand how to use the words correctly to make a sentence using the passive. 3. Allow learners a few minutes to complete the task and encourage them to be as creative as they can by adding more information to their sentences. <p>CORE</p> <p>Feedback</p> <p>Ask learners to volunteer their sentences to the rest of the class.</p> <p>Example answers</p> <ol style="list-style-type: none"> 1 Three people are injured in the storm. 2 The storm is chased by reporters. 3 The thunder is heard far away from us. 4 The field is hit by lightning.
<p>Coursebook page 207</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Draw learners' attention to Activity 6 and explain that this is fictional, so they can write whatever they like as long as they are using the passive voice. 2. Allow learners to work with a partner and brainstorm an interesting scenario about what went on during the thunderstorm at that particular time. 3. Circulate and help with vocabulary and the formation of the passive as necessary. <p>CORE</p> <p>Feedback</p> <p>Have learners read their paragraphs and hold a vote for the most adventurous scenario.</p> <p>Differentiated Activities (Support):</p> <ol style="list-style-type: none"> 1. Support this group of learners by giving them either words they can use or active sentences that they can change into the passive. 2. These learners only need to complete a couple of sentences. <p>Differentiated Activities (Stretch):</p> <ol style="list-style-type: none"> 1. More confident learners could either write a more detailed paragraph using new extreme weather vocabulary or write a report using the passive on how to keep safe during a thunderstorm. 2. Have these learners present their work to the rest of the class.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Prepare a cardboard box or other appropriate container with pieces of paper and a simple sentence in the passive written on each one – you could re-use some of the sentences encountered in the lesson. 2. Call out one learner at a time and have them come to the box and pick a piece of paper. 3. They then read the sentence out loud for the rest of the class to note down the active form. 4. If this is too difficult, you could write the sentences on the board and allow learners a few minutes to prepare before they give their answer.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To identify weather symbols; to identify and match different weather collocations and match weather types to their descriptions.</p> <p>Writing: To answer weather-related comprehension questions and a cloze exercise about the weather.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> gauge their understanding of Lessons 1–6.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Unit 12 Lessons 1–6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> Reinforce literacy: reinforce learning to access and evaluate information efficiently, effectively and critically in English. 		
<p>Key vocabulary: All content from Unit 12 lessons 1–6</p> <p>Key expressions/structures: All previous expressions/structures from Unit 12 Lessons 1–6</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> As it is a practice lesson of previous content, learners should really take the opportunity to consider if there are any weaknesses in their knowledge and understanding and highlight this to the teacher. Impress upon them that they need to take some responsibility for their own learning, in this way they are more likely to reach their goals. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 208</p> <p>Workbook page 175</p> <p>One sheet of paper for each learner</p>		

UNIT 12 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Begin the lesson by asking learners to consider what they have learned in the past six lessons.2. Ask them to share what they have learned and they have most enjoyed doing.3. Explain to learners that this lesson will be a consolidation of what they have learned in Lessons 1–6.
Resources	Main activity
Coursebook page 208	Vocabulary: Activity 1 <ol style="list-style-type: none">1. Direct learners to Activity 1 and explain that this activity reviews the symbols and language for weather as used in weather forecasts.2. Remind learners that his activity should be for quiet and reflective learning so completed alone.3. If you think that learners are by now very comfortable with the weather symbols, you could hold a class race and challenge learners to finish as fast as possible.
	CORE Feedback <p>Chain feedback. Ask one learner to read out item 1 and for another learner to read out the letter of the matching symbol. This learner then reads out item 2 and a third learner says the corresponding letter. Continue round the class.</p>
	Answers 1 e; 2 h; 3 a; 4 j; 5 f; 6 g; 7 b; 8 d; 9 i; 10 c
	Differentiated Activities (Support): <ol style="list-style-type: none">1. For learners that are finding it hard to remember what the symbols stand for allow them to go back through Lessons 1–6 both in their Coursebooks and Workbooks and refresh their memory.2. As a substitution task, ask them to write a sentence for each weather condition using <i>it will be</i> and <i>there will be</i> structures.
Differentiated Activities (Stretch): <ol style="list-style-type: none">1. Challenge these learners to write a weather forecast that contains at least five of the ten weather conditions described in this activity.2. Have them present their forecasts to the rest of the class, again reminding them to use the correct style and tone.	

<p>Coursebook page 208</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete Activity 2 by reading both the adjective list and then the list of nouns and matching them up to make suitable collocations. 2. Encourage learners to find as many collocations as they can. <p>CORE</p> <p>Feedback</p> <p>Divide learners in two groups; one is the adjective group and the other is the noun group. If possible, ask them to stand up together in their groups.</p> <p>Copy the two columns of adjectives and nouns on the board and then invite one learner from the adjective group to call out an item from their corresponding column. Have one learner from the noun group reply with a noun from their column to form a collocation. These learners then stand out of their groups and cannot answer/speak again.</p> <p>Write the correct collocations on the board and check answers this way.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 heavy / light – rain / snow / showers 2 extreme – weather 3 average – temperature 4 clear – skies 5 strong – wind 6 greenhouse – gases
<p>Coursebook page 208</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Read the text once aloud and pretend that you are a weather forecaster to make the information sound more interesting and real. 2. Pre-teach the meaning of <i>region (area in a country)</i> to help learners understand questions 3–5. 3. Have learners read the questions and answer them on their own. You may wish to set a time limit of about three minutes. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check and correct each other’s answers before checking answers as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 around noon 2 rather grey with some light rain 3 the west 4 the north, east and south 5 the west

	<p>Differentiated Activities (Support):</p> <ol style="list-style-type: none"> 1. Provide these learners with additional support by drawing a map of a fictional country and a compass rose to help them find the correct regions. 2. Then draw symbols for the weather conditions mentioned in the forecast in the correct locations on the map. 3. If possible, make photocopies of this map and hand them out to these learners. Tell them that this is a map to help them better understand the text. 4. You could show the change of weather by drawing two symbols next to each other with an arrow pointing to the right symbol, for example, for the weather in the north, draw a symbol of the sun, then a right-facing arrow and then a symbol with a cloud in front of the sun. <p>Differentiated Activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners by asking them to draw a map to match the forecast. 2. Point out that the country can be a fictional one. 3. Then they present each other with their maps and check that the symbols are correct.
<p>Workbook page 175</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Challenge learners to cover the extreme weather types provided in the box and find the correct answers from memory. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers by nominating one learner to read out a definition and then naming the learner they would like to give the answer.</p> <p>Answers</p> <p>1 sandstorm; 2 lightning; 3 thunder; 4 hurricane; 5 flood; 6 heatwave</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 1. If there is time, ask learners to think of extreme weather types they've encountered so far and which are not used in this activity, for example, <i>flood</i>, <i>hurricane</i>, etc. 2. Have them prepare short descriptions of their own without revealing which extreme weather type they are describing. 3. Then put learners in pairs to exchange descriptions and find the correct answers.
<p>Workbook page 175</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read through the article as a class and allow learners to choose the correct word from the box as you go along. <p>CORE</p> <p>Feedback</p> <p>When learners have completed the activity, read through the article and pause at each gap for learners to say the missing word out loud chorally.</p> <p>Answers</p> <p>1 greenhouse gases; 2 moisture; 3 atmosphere; 4 heavy; 5 sun/wind; 6 sun/wind</p>
<p>Workbook page 175</p>	<p>Workbook: Reflect on your learning</p> <ol style="list-style-type: none"> 1. Learners look back on the work they have done in the last seven lessons and complete the checklist.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to look through the Coursebook Lessons 1-6 and choose their favourite lesson so far. 2. Group learners according to their favourite lesson and ask each group to write reasons they liked the lesson on a sheet of A3 paper. 3. Display the sheets for all learners to look at. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. <p>(G7.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and conjunctive adverb to link two or more closely related independent clauses.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas about renewable energy. Reading: To read an article about renewable energy. Writing: To identify the meaning of new vocabulary related to renewable energy.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for meaning • understand vocabulary related to renewable energy.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to global warming 21st Century Skills: <ul style="list-style-type: none"> • Reinforce creative thinking activities such as brainstorming to facilitate an understanding of each other's ideas. 		
Key vocabulary: <i>coal, dinosaurs, geyser, resources, run out, volcano, resources, renewable</i> Key expressions/structures: collocations including: <i>clean energy, fossil fuels, geothermal power, green power, hydro power, natural gas, renewable energy, solar panel, solar power, water dam, wind power, wind turbine</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There are some unfamiliar words and phrases in the reading material about renewable energy. Ensure learners understand the meaning of this new vocabulary before moving on to the next lesson. 		
Resources/equipment needed: Coursebook pages 209 and 210 Workbook page 176 Access to the Internet or photos of wind turbines, solar panels or other sources of renewable energy, as well as a photo of a factory emitting fumes and coal or oil burning A world map or globe		

UNIT 12 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Using the Internet, show learners some renewable energy sources and a factory emitting fumes. Alternatively, if you don't have Internet access, show learners the photos you have brought. You could group these photos, so that the renewable sources are together or you could randomly display them around the room and ask learners to group them into renewable and non-renewable energy sources. Can the learners work out the differences between the two groups of photos? Ask them to tell you if they have seen any of these images in their country. Put learners into groups and ask them to brainstorm the term <i>renewable energy</i>. You could write the term on the board and circle 'new' in 'renewable' to give learners a hint.
Resources	Main activity
<p>Coursebook page 209</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Direct learners to the reading text and ask them to read silently on their own. Go through any unknown vocabulary, but try not to focus too much on it. Learners should get the gist of the article. Put learners in small groups to discuss the questions. Monitor, noting interesting answers. <p>CORE</p> <p>Feedback</p> <p>Ask specific groups to give their answers based on what you heard whilst monitoring.</p> <p>Suggested answers</p> <p>Renewable is the energy that comes from resources that don't run out. It's friendly to the environment because making it doesn't cause pollution. It can come from different natural resources, like wind, the Sun, water or the earth.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Group these learners and work with them for the reading task. Read through the article by allocating one learner to read one paragraph at a time. Stop after each paragraph to ensure these learners have grasped what they are reading. If necessary, you could ask these learners to discuss each paragraph once they've read it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Assign a confident learner to lead a less confident group of learners rather than you doing it yourself, as above. After reading the article in their group, the confident learner could then work with the less confident ones to discuss the article / new vocabulary and answer the questions.

<p>Coursebook page 210</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Point out to learners that there are some highlighted words in the article. Elicit what these are. 2. Have learners complete the matching activity on their own to make sure they are absorbing the new vocabulary. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to read aloud the definitions and matching vocabulary. Allow time for learners to correct their answers.</p> <p>Answers</p> <p>1 renewable; 2 fossil fuels; 3 solar; 4 resources; 5 run out; 6 coal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage these learners to note down the new vocabulary items in their notebooks and write a definition or draw a picture to help them remember the meaning. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to write a new sentence for each item and check their ideas in pairs.
<p>Workbook page 176</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to locate Iceland on a globe or world map. Ask them to give you words to describe Iceland. Write these on the board. 2. Draw learners' attention to the activity and ask them to work individually for a few minutes. 3. Point out that they should start with the items they are most familiar with. <p>CORE</p> <p>Feedback</p> <p>Tell learners that you will read the sentences and pause before the space for learners to shout in chorus the correct vocabulary item. If there is a difference of opinion on any answer, hold a class vote and find out which answer is the most popular. Then confirm if it is the right one and correct as necessary.</p> <p>Answers</p> <p>1 fuels; 2 run; 3 green; 4 wind; 5 solar; 6 electricity; 7 energies; 8 geothermal</p> <p>EXTENSION</p> <p>Once answers are checked, ask learners to write a short paragraph like the one in this activity about themselves and their country. Encourage them to use the new vocabulary learned in this lesson.</p>
<p>Workbook page 176</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work individually to complete the activity. Remind them that they have read all about this in the text in their Coursebook on page 209. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners look back at the text in their Coursebooks on page 209 to self-correct. Ask learners to correct the false sentences.</p> <p>Answers</p> <p>1 T; 2 F (oil is a fossil fuel); 3 T; 4 T; 5 F (it is called geothermal power)</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Invite one learner at a time to come to the board and write the first vocabulary item from the lesson that comes to their mind. 2. The rest of the class volunteers to give a short definition of the word. 3. Help with vocabulary and grammar as necessary. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss environmental issues and express an opinion. Reading: To read about renewable energy for specific information. Writing: To complete cloze sentences to consolidate the present passive.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and justify their own point of view • use evidence from a text to support viewpoints.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to global warming • Present passive 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>advantage, disadvantage, windmill</i> Key expressions/structures: the present passive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Exploiting fossil fuels may be a delicate subject for learners in the UAE. Emphasise the fact that although they are a great source of energy, they are indeed in danger of running out and that is the most important reason for finding alternative energy sources. 		
Resources/equipment needed: Coursebook page 210 Workbook page 177 A copy of the article about renewable energy from their Coursebook for each pair of learners Highlighter pens		

UNIT 12 LESSON 9 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Start the lesson by reading out the following: <i>In the last lesson, you read an article about renewable energy. Most scientists believe that unless we reduce the amount of greenhouse gases that we produce, there will be an increase in extreme weather conditions. What do you think? Do you agree?</i> 2. Allow learners to work in small groups to focus on and discuss this statement. What are their opinions? After a few minutes, ask each group to elect a spokesperson who can share the views of the group with the class.
<p>Resources</p> <p>Coursebook page 210</p>	<p>Main activity</p> <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Have one learner read aloud the information in the <i>Did you know?</i> box and find out whether learners knew about this information. 2. Point out to learners that the statements in Activity 3 are based on the article on renewable energy they read in Lesson 8. 3. Allow learners to read the statements in pairs and note down their answers. <p>CORE</p> <p>Feedback</p> <p>Tell learners that they are going to play a game. Read out the first statement. Each pair has to decide if it is true or false. If they think it's true, they run to the front of the classroom. If false, to the back of the classroom. Continue for all the statements.</p> <p>Answers</p> <p>1 true; 2 false; 3 false; 4 true; 5 false; 6 false; 7 true; 8 false</p>
<p>Coursebook page 210</p>	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Give out a highlighter pen and a copy of the article on renewable energy from Coursebook page 209 to each pair of learners. 2. Ask them to work together and find the parts of the article that support their answers to Activity 3. <p>DESIRABLE</p> <p>Feedback</p> <p>When all pairs are ready, invite one pair at a time to the board. Ask one learner to read a highlighted part of the article and then the other learner to read the statement that it supports.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 'they are as old as dinosaurs' 2 'If you use too much, they'll run out.' 3 'Good news is that ... we get from them, "renewable energy".' 4 "'green power" because it doesn't pollute the air or the water.' 5 'a wind turbine changes the energy from the wind into electricity.' 6 'We can have solar panels on the tops of our roofs!' – This statement is also based on logic – to collect sunshine, solar panels must be out in the open and not hidden underground. 7 'water has a lot of energy when it moves. We can use this energy to make electricity.' 8 'This heat is used to make electricity, called "geothermal power" – "geothermal" also comes from Greek (geo = from the earth and thermal = heat).'

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If these learners are finding it hard to locate the answers within the article, point out that the statements are in the order that they appear in the text. 2. Ask these pairs of learners to highlight the key words in the statements. This will help them locate paraphrases and synonyms in the article. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to try and justify their answers to the statements from memory, before highlighting the text. 2. Encourage them to note down their answers and see how close they are to the original text.
<p>Workbook page 177</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write an example of <i>the odd one out</i> on the board, preferably something easy like <i>red hot green</i>. 2. Ask learners to think which word doesn't fit in this group and why (<i>'hot' is the word that doesn't fit because the other two words are colours</i>). 3. Now write the example from Activity 3 on the board and ask learners to follow the same process. 4. Gather some answers and then direct learners to their Workbooks to check if their answer is the same as in the example. There may be other ways to justify their choice, as long as it makes sense. 5. Have learners work in pairs or small groups for a few minutes. Circulate and monitor. <p>CORE</p> <p>Feedback</p> <p>Once all pairs/groups have completed the task, invite learners in random order to say which word is the odd one out and give a short and simple explanation. Help with vocabulary and pronunciation as necessary.</p> <p>If other pairs/groups agree on the word but have a different justification, allow them to share it with the rest of the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 the Sun – Electricity and heat are types of energy, but 'the Sun' is a source of energy. 2 dinosaurs – Dinosaurs are animals that lived millions of years ago, whereas coal and natural gas are fossil fuels. 3 hydro – Hydro power is a kind of clean or green power. 4 glass – Glass is used to make solar panels, but wind and sunshine are natural resources. 5 renewable – Renewable is a kind of energy/power. 6 geyser – A geyser is something natural, but wind turbines and solar panels are man-made.

<p>Workbook page 177</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Check learners remember how to form the passive voice by writing this example on the board: <i>People use water for energy.</i> 2. Ask learners which verb we use to form the passive voice (<i>the verb 'be'</i>) and what happens to the verb used in the active voice (<i>it changes to a past participle</i>). 3. Then invite a learner to come to the board and change the sentence to the passive (<i>Water is used for energy (by people).</i>). 4. Point out to learners that we don't need to add <i>by people</i> because it's a logical piece of information. We only use this structure when we want to specifically mention who does the action. Make sure however that learners remember its use and formation. 5. Draw learners' attention to the activity and have them complete the sentences on their own. <p>CORE</p> <p>Feedback</p> <p>Check answers by inviting one learner at a time to come to the board and write the answer for each item.</p> <p>Answers</p> <p>1 is turned / is collected; 2 is used; 3 are needed; 4 is produced; 5 is covered; 6 is changed; 7 is caused</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide some additional support for this group of learners by asking them to underline the subject in each sentence. 2. This will help them use the verb <i>be</i> correctly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite these learners to find more sentences in the article on page 209 in their Coursebooks and change them from active to passive or vice versa. 2. Have them check their answers in pairs.
<p>Coursebook page 210</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Have learners discuss the questions and allow them to make notes of their answers. Explain the meaning of <i>advantages</i> and <i>disadvantages</i> if necessary. 2. Tell learners that each pair must agree on their answers after some discussion. <p>DESIRABLE</p> <p>Feedback</p> <p>Put two pairs of learners together and have them discuss their viewpoints on the three questions. Monitor and help as necessary.</p> <p>Answers</p> <p>Learners' own answers.</p>

Resources	Plenary
	<ol style="list-style-type: none"> 1. Put the class in new groups. 2. Explain that being ‘green’ sometimes involves making difficult decisions. Give each group one of these scenarios to discuss and feed back to the whole class. <ul style="list-style-type: none"> • They are building a new factory in your town. It will mean more jobs but there will be more pollution. Should the factory be built? • There is a no watering of gardens rule to save water. This means that many beautiful plants and flowers will die. Should this be a rule? • Your city/town wants all citizens to drive environmentally-friendly electric cars. However, the cars are small, can only drive short distances and are not very attractive. Which car would you choose?

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example:

- making offers and requests
- making suggestions
- expressing likes and dislikes
- expressing preferences
- giving advice using ought to, you’d better,
- obligating and prohibiting
- making assumptions and predictions (for example, She must be busy, she doesn’t answer the phone.)
- expressing agreement and disagreement
- expressing opinion.

(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.

(G7.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 7; learners interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing, contrasting, and evaluating text information in relation to preferences or purposes).

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

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss environmental issues and eco-houses and express an opinion. Reading: To read about eco-houses for specific information. Writing: To write about an eco-house using a labelled diagram.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and justify their own point of view • use evidence from a text to support viewpoints • describe effectively how an eco-house can help reduce pollution.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to global warming and renewable energy • Present passive 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>layer, water</i> (verb) Key expressions/structures: collocations including: <i>recycled material</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to relate to the topic of eco-houses due to their cultural background. Encourage them to use their imagination and try to show them the importance of this new form of sustainable living. Get them to question why people around the world think it is important. 		
Resources/equipment needed: Coursebook page 211 Workbook page 178		

UNIT 12 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 211	<ol style="list-style-type: none"> 1. Tell learners that they will play a game to revise the vocabulary they have learned related to renewable energy. 2. Divide the class into four groups. Nominate one of the groups. Call out the first word from a collocation learners learned in Lesson 8. Give this group 10 seconds to confer and then ask them for the correct word to complete the collocation. If they are correct, their team gets two points. If they are incorrect, pass the word to the next team, who if they answer correctly, score one point. 3. Set each group a collocation in turn. The winning team is the first group to reach 5 points (or the team with the most points when you run out of collocations).
Resources	Main activity
Coursebook page 211	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photos of the eco-house in the reading text and ask the starter questions. 2. Gather information from as many learners as possible and put some ideas on the board. 3. Invite less confident learners to read a paragraph each from the text. 4. Confirm learners' answers to the starter questions as a class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to note down three to five differences between their life and the life they imagine Beth and Maggie have in connection to their house. Circulate and help as necessary. Put learners in pairs to share their ideas.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
Workbook page 178	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to their Workbooks and ask them to complete the matching task on their own. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class by allocating pairs of learners to stand up and give an answer, by reading one sentence half each.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 e; 2 f; 3 a; 4 d; 5 c; 6 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Invite these learners to refer back to their Coursebooks and number the parts of the text to reflect their answers. 2. This will help them with the matching task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to close their Coursebooks and Workbooks and write their own summary of the text about Beth and Maggie's eco-house.

Workbook page 178	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the image of the eco-house and the different labels. 2. Do not remind learners what how each feature helps the environment. 3. Allow learners a few minutes to write their sentences. <p>CORE</p> <p>Feedback</p> <p>Put learners in small groups to discuss their answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 211	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners in small groups to discuss the questions. 2. Circulate and help as necessary. Make a note of interesting points and good use of language. <p>CORE</p> <p>Feedback</p> <p>When the questions have been discussed enough, ask each group to present their ideas and say whether they agreed with each other or not. Then compare answers from different groups and try to reach a general conclusion about your learners' ideas/opinions. Use your notes to highlight interesting points not already mentioned and good use of language that you heard.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If you find that these learners are struggling to make a conversation using the vocabulary related to renewable energy, ask them to write down as many vocabulary items as they can or refer to their notebooks if they've already made some vocabulary notes. 2. Encourage them to give simple answers using these words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge these learners to debate question 2. Set up a panel with half the panel against the idea and half the panel for the idea. Each person on the panel gets to briefly state why they are for or against the motion. Then the rest of the group should ask questions challenging these ideas. 2. After an allotted time (or when there are no further questions) ask the group to vote on the motion. Would more learners like to live in an eco-house, or would more learners prefer not to live in an eco-house? Find out the reasons why some of the learners voted in the way they did.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Draw a simple sketch of a house on the board. 2. Ask for volunteers to come to the board and add a feature that makes the house an eco-house. 3. Once one feature is added, invite another learner to stand up and briefly explain what this feature does.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>((G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example:</p> <ul style="list-style-type: none"> • making offers and requests • making suggestions • expressing likes and dislikes • expressing preferences • giving advice using ought to, you'd better, • obligating and prohibiting • making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.) • expressing agreement and disagreement • expressing opinion. <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text about an eco-school for specific information. Writing: To write an email about an imaginary visit to an eco-school.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use evidence from a text to match headings with paragraphs • choose the best summary for a text • write an email about an eco-school.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to global warming, renewable energy and eco-buildings • Present passive 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills. 		
Key vocabulary: <i>biodiversity, curriculum, drainpipe, eco-friendly, insect</i> Key expressions/structures: collocations including: <i>green issues, thermal bank</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There may be huge cultural differences between your learners and the eco-school described in this lesson. You can help learners to identify themselves to the topic by providing information on everyday life in the UK and particularly about school-life. 		
Resources/equipment needed: Coursebook page 212 Workbook page 179		

UNIT 12 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter 1. Ask learners to work in pairs or small groups. 2. Have them brainstorm as many facts about Beth and Maggie's eco-house as they can remember from Lesson 10. 3. Discuss ideas as a class and write some of the facts on the board to compare later with the facts about Howe Dell eco-school.
Resources Coursebook page 212	Main activity Reading: Activity 3 1. Have learners quickly read the article on Howe Dell on their own and then ask them to fill in the missing headings. Remind them that they should be reading for gist. 2. Point out that each heading must summarise the matching paragraph well. CORE Feedback Check answers as a class by calling out a number and having the class call out the matching heading in chorus. Refer learners to the board and ask them to outline any differences or similarities between the eco-house in Lesson 10 and the eco-school they've just read about. Go through any unknown vocabulary or more demanding concepts. Refer learners to the <i>Vocabulary</i> box, as well. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 A different school 2 How Howe Dell is eco-friendly 3 A new heating technology 4 A green curriculum Differentiation activities (Support): 1. Group these learners into fours and allocate one paragraph to each learner. Explain that they should read this paragraph carefully and find the appropriate title from the box for it. 2. Ask learners to share their answers with the other members of their four. Differentiation activities (Stretch): 1. Put these learners in pairs and have them ask each other at least three comprehension questions of their own about the text. 2. Challenge them to answer the questions without referring back to the text.
Workbook page 179	Workbook: Activity 3 1. Explain to learners that these are imaginary statements made by learners at Howe Dell school. 2. Ask them to read each one and make a logical connection between the statement and a feature of the school in the box. CORE Feedback Have learners stand up in pairs. One learner reads out a statement and the other gives the correct answer. Check answers as a class this way. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 solar panels; 2 recycled rainwater; 3 Interseasonal Heat Transfer system; 4 green curriculum; 5 carpet; 6 green roof; 7 desks; 8 thick walls; 9 glass ceilings

<p>Workbook page 179</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read the four summaries and, in pairs, choose the best one. 2. Point out that although the information may be accurate in all summaries that doesn't mean that it covers the entire text. 3. Allow learners a few minutes to complete the task and then hold a class vote about which summary they have chosen as the best one. <p>DESIRABLE</p> <p>Feedback</p> <p>Go through each summary and explain or ask more confident learners to give their reasons why it is appropriate or inappropriate.</p> <p>Answers</p> <p>The best summary is number 2.</p>
<p>Coursebook page 212</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners prepare for this writing activity by asking them to underline the facts they found most interesting in the article about Howe Dell school. 2. Encourage them to use these facts to write their email to their friend back in the UAE. 3. Remind them to use friendly language that shows excitement and to present their information about Howe Dell school in an interesting way. 4. Point out that they can use their imagination, for example <i>Yesterday, we visited the roof and we had a green lesson about how each animal is connected to the other animals on Earth.</i> <p>DESIRABLE – could be done as homework</p> <p>Feedback</p> <p>Have learners exchange their emails and correct each other's spelling or grammar mistakes. Circulate and monitor.</p> <p>Invite learners to read out a few of the best emails, preferably learners that haven't written these emails.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide additional support to weaker learners by providing a general outline of what their email should look like. 2. Give them some helpful phrases, for example, <i>It was wonderful!, You'll never believe what I saw ...</i>, etc. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Extend the activity further for these learners, by asking them to exchange their emails in pairs and reply. 2. Have one or two pairs read out their email correspondence to the rest of the class.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Put learners in small groups and ask them to draw a diagram of Howe Dell school. Allocate the drawing task to the more artistic learners. 2. Once all diagrams are complete ask learners to choose a representative to come to the board and present their diagrams, giving a short description about what each feature of the school does.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p> <p>(G7.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ideas about the environment and eco-cities. Reading: To read about an eco-town. Writing: To use new vocabulary about the environment and find the meaning of some scientific and technical terms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for meaning • understand and use new vocabulary about the environment.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to global warming and renewable energy • Present passive 21st Century Skills: <ul style="list-style-type: none"> • Reinforce creative thinking activities such as brainstorming to facilitate an understanding of each other's ideas. 		
Key vocabulary: <i>reuse, traffic, waste, architects, engineers</i> Key expressions/structures: collocations including: <i>food waste, industrial area, modern architecture, natural materials, public space, public transport, thermal factory, cycle path</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There are some unfamiliar words and phrases in the reading material about Hammarby Sjöstad. Ensure learners use the <i>Vocabulary</i> box to help them. 		
Resources/equipment needed: Coursebook page 213 Workbook page 180 The Internet or a world map or globe A small cardboard box or other container Pieces of paper with a quiz-styled question about Hammarby Sjöstad on each one		

UNIT 12 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to brainstorm any information they can remember about an eco-house and eco-school. 2. In small groups, ask them to think about what an eco-city/town would be like and what additional features it would have. 3. Share groups' ideas as a class and find out any common ones.
Resources	Main activity
Coursebook page 213	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Find out whether learners know where Sweden is. 2. Show them the exact location on the Internet or on your map/globe. 3. Ask learners to brainstorm ideas about the weather and way of life there. 4. Draw learners' attention to the photo of Hammarby Sjöstad in their Coursebooks and ask them to describe it and to say whether they notice anything strange about it. Accept all logical answers. 5. Have learners read the article on their own and help with any new vocabulary or more demanding language structures. Make sure learners refer to the <i>Vocabulary</i> box. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give one reason each why Hammarby Sjöstad is good news for the environment. Write their answers on the board.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers relating to the text.</p>
Coursebook page 213	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs. 2. Explain that the words appear in order in the text, if you think that this would be helpful. <p>CORE</p> <p>Feedback</p> <p>When all learners have finished, ask them to swap their answers with another pair and check each other's answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 natural materials; 2 public spaces; 3 cycle path; 4 public transport; 5 reused</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could group these learners into fives and allocate one word or collocation to each member of the group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. You could ask these learners to do the activity with the text covered.

<p>Workbook page 180</p>	<p>Workbook: Activity 1</p> <p>1. Have learners complete the matching task on their own without referring to their Coursebooks.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Divide learners in two groups each representing one column of words. The group with the left column calls out one item for the other group to reply with the matching item in chorus. Check pronunciation and drill as necessary.</p> <p>Answers</p> <p>1 b; 2 e; 3 c; 4 f; 5 a; 6 g; 7 d</p> <p>Differentiation activities (Support):</p> <p>1. Allow these learners to look back at the article in their Coursebooks if they are finding this task too challenging.</p> <p>2. Encourage them to note down their collocations and write a sentence for each one to bring to the next class.</p> <p>Differentiation activities (Stretch):</p> <p>1. Put these learners in pairs. One learner covers the left column and the other the right one.</p> <p>2. They note down the missing part of the collocation and then compare their answers. Ideally their answers should combine to create the correct collocations.</p>
<p>Workbook page 180</p>	<p>Workbook: Activity 2</p> <p>1. Challenge learners to complete the sentences from memory before referring to the collocations in Activity 1.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>1. Put learners in groups and have them read the sentences out loud and confirm the answers.</p> <p>Answers</p> <p>1 food waste; 2 cycle path; 3 public transport; 4 thermal factory; 5 industrial area; 6 natural materials; 7 modern architecture</p> <p>EXTENSION</p> <p>Ask learners to choose three numbers from 1–7. Each number corresponds to a sentence in the activity. Challenge them to write a different sentence using the collocations in each sentence they have chosen but to keep the collocation a secret. Then have learners exchange their sentences in pairs and complete each other’s sentences.</p>

Coursebook page 213	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Put learners in pairs, ideally a weaker one with a more confident one. Have them go through the questions and give their answers in as much detail as possible. Monitor and help as necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Gather learners' answers by asking for volunteers to give their views and find out whether learners share any ideas.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers.</p>
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Resources	<p>Plenary</p> <ol style="list-style-type: none"> Prepare some quiz-style questions about Hammarby Sjöstad, for example, <i>How many people live in Hammarby Sjöstad?</i>, <i>What public transport can you find there?</i>, etc. Put these questions in a cardboard box / container and place it at the front of the class. Invite a learner to come to the front, pick a question and read it out loud to the class for them to answer. If you wish, you can put the answers in brackets so that the learner asking the question can confirm the answer.
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Learning styles catered for (✓):

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

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

Standards/SLOs:

(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example:

- making offers and requests
- making suggestions
- expressing likes and dislikes
- expressing preferences
- giving advice using ought to, you'd better
- obligating and prohibiting
- making assumptions and predictions (for example, She must be busy, she doesn't answer the phone.)
- expressing agreement and disagreement
- expressing opinion.

(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries, or reports.

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

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To give a presentation about a plan to build an eco-city in their country. Reading: To find specific information in the text about an eco-town. Writing: To use new vocabulary about the environment and eco-cities/towns to write a presentation about a plan to build an eco-city in their country.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the reading text about an eco-town to confirm if statements are correct or false • use environment-related vocabulary to write a presentation about a plan to build an eco-city in their country.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to global warming and renewable energy • Eco-houses, eco-schools and eco-cities • Present passive 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills. 		
Key vocabulary: <i>benefit, negative, positive, research</i> Key expressions/structures: All key expressions/structures from Unit 12 Lessons 8–12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel anxious about giving their presentation in front of their peers. Ensure that learners have plenty of time to practise in pairs and listen to the pronunciation of individual words. 		
Resources/equipment needed: Coursebook page 214 Workbook pages 180 and 181		

UNIT 12 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about three things they learned in the previous lesson. 2. Put learners in pairs, and have them present what their partner learned. 3. This will give you an idea about which learners will find it most difficult to give a presentation of their written work.
Resources	Main activity
Coursebook page 214	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Did you know?</i> box and ask them to share anything they know about these countries and how environmentally-friendly they are. 2. Have learners complete the task from memory on their own. <p>CORE</p> <p>Feedback</p> <p>Allow learners some time to refer back to the reading text about Hammarby Sjöstad and check their answers. Ask for a show of hands for who got them all correct.</p> <p>Answers</p> <p>1 false; 2 false; 3 false; 4 false; 5 true; 6 true; 7 true; 8 false</p>
Coursebook page 214	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Put learners in pairs to skim through the text and find the parts that justify the answers in Activity 4. <p>DESIRABLE</p> <p>Feedback</p> <p>Choose learners to present their answers. There may be more than one possible justification within the text, so make sure that all logical answers are accepted as correct. Ask learners to change the false statements in Activity 4 to correct ones.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support these learners by pairing them up with a more confident learner. 2. Have the more confident learner point out the connection between the reading part and each statement in Activity 4.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge this group of learners to think of five more true/false statements about Hammarby Sjöstad. 2. Put these learners in pairs to exchange statements and confirm whether they are true or not, giving their reasons based on the text.

<p>Workbook page 180</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Make sure learners are familiar with the words <i>positive</i> and <i>negative</i>. Write the corresponding symbols for each one, i.e. + and – to help them understand the meaning. 2. Help learners with any new expressions used for hopes, beliefs, ideas, etc. 3. Have them complete the task in pairs. <p>CORE</p> <p>Feedback</p> <p>Check answers by asking one learner from a pair to read the statement and the other to confirm if it's positive or negative. Make sure that the learner reading the statement is using the correct tone, i.e. happy and excited for positive statements, thoughtful and apprehensive for negative ones.</p> <p>Answers</p> <p>1 positive; 2 positive; 3 negative; 4 positive; 5 positive; 6 negative</p>
<p>Coursebook page 214</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Present the scenario to the learners and make sure everyone has understood the task. Clarify the jobs: architect and engineer. 2. You may also wish to explain that a presentation aims to inform an audience about a plan, idea, research, etc. (in this case a building plan) but also hopes to persuade the audience to make a favourable decision. 3. Learners may feel a little challenged by such a piece of writing, but encourage them by letting them know that their work needs to be short and contain only basic information. 4. Have learners make notes of their ideas on the points outlined. Point out that they don't need to write their presentation yet. <p>CORE</p> <p>Feedback</p> <p>If you think this would be helpful, put learners in pairs to come up with more and better ideas. Circulate, feeding in to their discussions.</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Workbook page 181</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Use this presentation template to help learners get a clearer idea of what their piece of writing needs to look like. 2. To give a more visual explanation of the presentation template, draw a human body on the board and label the head as 'Introduction', the body as 'Body' and the legs as 'Conclusion'. Then tell learners that the name of the person is the title of the presentation. 3. Allow learners enough time to write their presentation in the template provided in their Workbooks or copy this template onto a sheet of paper or notebooks and do the writing task there. Make sure they have consulted the <i>Writing tip</i> box to achieve the correct tone and language. 4. Encourage them to use the notes they made for Coursebook Activity 6. <p>CORE – could be done as homework</p> <p>Feedback</p> <p>Circulate and make sure all learners are dealing well with the writing task. Help as necessary with appropriate language and ideas.</p> <p>Answers</p> <p>Learners' own answers.</p>

Coursebook page 214	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Tell learners that the class is a group of people responsible for eco-building in their country and that they will make the decision about whether or not to accept their plans to build their eco-city. 2. Go through the <i>Speaking tip</i> box and write some polite expressions, like the ones suggested, on the board. 3. Invite a strong learner to give their presentation first and encourage the rest of the class to ask questions at the end of the presentation. <p>CORE</p> <p>Feedback</p> <p>If you wish, hold a vote so the class decides whether they accept the plan presented or not. Invite all learners to give their presentation to the class if time permits. A faster alternative would be to divide learners in small groups of three to four and have each learner give their presentation to the other members of the group to ask questions and then decide.</p> <p>Answers</p> <p>Learners' own answers.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to briefly say why they were convinced or not by the reports they listened to. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.2.1.1.6) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G7.2.1.1.9) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G7.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.</p> <p>(G7.3.1.1.3) Determine a theme or central idea of a text, and how it is conveyed through particular details; demonstrate an understanding of texts by creating outlines, summaries or reports.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To examine newspaper headlines and predict the story that might follow.</p> <p>Writing: To write sentences using the present passive; to write summaries of newspaper articles; to complete a text about an eco-city in China; to unscramble words connected to the environment.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use the present passive • practise using vocabulary learned in the unit • role-play a discussion about buying/selling an eco-house.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • All content from Unit 12 Lessons 8–13 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively and critically in English. 		
<p>Key vocabulary: All vocabulary from Unit 12 lessons 8–13</p> <p>Key expressions/structures: All key expressions/structures from Unit 12 lessons 8–13</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may have difficulty with the Workbook unscrambling activity. Ask learners to pay special attention to the context to find clues. This should help them to discover the missing word. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 215</p> <p>Workbook page 182</p>		

UNIT 12 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners that this is a practise and prepare lesson and they will be reviewing activities that they have completed during Lessons 8–13. 2. Ask: <i>What have you learned? What have you enjoyed?</i>
Resources	Main activity
Coursebook page 215	<p>Writing: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that this activity reviews the present passive from the unit. Ask a volunteer to give you an example of a present passive sentence. Write it on the board and underline or circle the verb <i>to be</i>, the past participle and the word <i>by</i> if used. Remind learners that this is how the passive is constructed. Ask another volunteer to make the sentence active so that the class can compare the two. 2. Learners complete the task individually. 3. Circulate, checking that learners are on task. <p>CORE</p> <p>Feedback</p> <p>When complete, read out a sentence using either the correct or incorrect verb from the box. Learners should put up their hands if they think you have used the correct verb.</p> <p>Answers</p> <p>1 is made by; 2 is recycled; 3 is heated by; 4 is called; 5 are used by</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow these learners to work together in pairs if they find this more helpful. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners turn the sentences into active voice.
Coursebook page 215	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read each headline and then to write down what they think the article will be about. 2. Allow less confident learners to work in pairs. <p>CORE</p> <p>Feedback</p> <p>When completed, choose volunteers to read out one of their summaries to the class. Does everyone agree with the main points?</p> <p>Answers</p> <p>Learners' own answers.</p>

Workbook page 182	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photo and ask them to say what they think the photo shows. 2. Have learners work individually on the completing task. <p>CORE</p> <p>Feedback</p> <p>Allocate a learner to read the text or read it yourself, pausing before each missing word for the class to call out the answers in chorus.</p> <p>Answers</p> <p>1 eco-city; 2 architects and engineers; 3 industrial; 4 environmentally; 5 area; 6 public; 7 transport; 8 electricity; 9 recycled; 10 Solar panels</p>
Workbook page 182	<p>Workbook: Reflect on your learning</p> <ol style="list-style-type: none"> 1. Learners look back on the work they have done in the last seven lessons and complete the checklist.
Coursebook page 215	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the scenario together with the class and explain any unclear points. 2. Divide learners in pairs and allocate each learner the role of the buyer or the seller. 3. Encourage learners to make notes of the information they think they will need for this role-play, for example, the price of the house, features, eco-city amenities, etc. 4. Once learners are ready, have them role-play the situation and when they feel the discussion is complete, have them swap roles. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor learners by walking around the classroom. Choose at least one pair to model their dialogue to the class.</p> <p>Find out whether learners would be willing to buy the eco-house or not and why.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to look back at the learning outcomes. Is there anything they feel they need to continue working on?

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G7.3.4.1.4) Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>(G7.4.2.1.1) Write using:</p> <ul style="list-style-type: none"> • past simple, past continuous, present perfect, present perfect continuous • verbs in different forms (for example, indicative, imperative, interrogative, conditional and subjunctive) • active and passive voice • zero and definite articles • first conditional • deduction and assumption: must be, could be, can't be • possibility: may, might and could • expressing opinion, likes, dislikes, preference, agreement and disagreement • adjectives (comparative and superlative) • adverbs, relative adverbs (for example, where and when) • prepositions • phrasal verbs • verbs that take gerund • verbs that take infinitive • broader range of intensifiers such as too, enough • passive voice • collocations • defining and non-defining relative clauses. 			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss ways we can protect the environment. Reading: To read and discuss statements about the environment and evaluate how 'green' they are. Writing: To design a leaflet about protecting the environment.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary related to the environment • write for a specific audience and purpose.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary relating to climate change and the environment 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to develop, implement and communicate new ideas to others in English effectively. 		
Key vocabulary: All vocabulary from Unit 12 lessons 8–13 Key expressions/structures: <i>brush your teeth, washing machine</i> , persuasive language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners need to be aware that the main writing activity is a leaflet aimed at teenagers. How can they make their leaflets different and teen specific? If possible, allow learners to use computers so they have access to images and different fonts. 		
Resources/equipment needed: Coursebook page 216 Workbook page 183 Large A3 paper and pens for brainstorming Access to computers and the Internet if possible. If not, paper and colouring pens.		

UNIT 12 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Tell the class that someone has sent an email to the principal of their school and you've brought it in to share with them. If possible display it on an interactive whiteboard; if not, read it to them: <i>Dear (insert name of principal)</i> <i>I am very concerned about the future of our planet. I really think our school is not doing enough to protect the environment. I think we should try to 'go green' and do something to help.</i> Put the class into groups. Ask: <i>Can each group think of at least one way in which the school could help protect the environment? What can we do as teenagers?</i>
Resources	Main activity
Coursebook page 216	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask them to first read the statements and then rank them in order of danger with the most dangerous first. Explain that this activity is not easy as there may be more than one sensible order. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners can discuss together in pairs the consequences of each statement. Alternatively, learners could discuss the statements as a whole class activity if time permits.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 216	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Direct learners to Activity 2 and ask them to read the statements and then to decide if they are true or false. Ask them to work on their own. Circulate, checking learners are on task. <p>CORE</p> <p>Feedback</p> <p>When complete, ask learners to check their answers with a partner before feeding back to the whole class.</p> <p>Answers</p> <p>1 true; 2 true; 3 false; 4 false; 5 true; 6 false; 7 true; 8 false; 9 false; 10 false</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put these learners in pairs and allocate five sentences to each partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge these learners to correct the false sentences.

**Workbook
page 183**

Workbook: Activity 1

1. Learners should answer the fun questions to see how environmentally-friendly they are.
2. Learners should attempt the quiz independently.
3. Ensure that all learners understand the questions.
4. This activity would also work as a speaking task with learners taking turns to interview each other in pairs.

DESIRABLE

Feedback

For each answer they give - *a*, *b*, or *c* – they get a score of 1, 2 or 3 (see below).
Distribute the marking scheme or display it on a projector.
When complete, learners add up their scores to see how ‘green’ they really are.

Answers

- 1 a) 3 b) 2 c) 1
- 2 a) 2 b) 1 c) 3
- 3 a) 1 b) 2 c) 3
- 4 a) 2 b) 1 c) 3
- 5 a) 1 b) 2 c) 3
- 6 a) 3 b) 2 c) 1
- 7 a) 2 b) 3 c) 1
- 8 a) 3 b) 2 c) 1
- 9 a) 3 b) 1 c) 2
- 10 a) 1 b) 2 c) 3

If learners scored 1–10 = They really need to work on being kinder to the environment.

If learners scored 11–20 = They care about the environment but need to think more carefully about their choices.

If learners scored 21–30 = They are environmental warriors!

**Coursebook
page 216**

Speaking: Activity 3

1. Direct learners back to their Coursebook: Activity 3.
2. In groups, ask them to brainstorm as many ideas as possible to stop or reduce global warming.
3. Give learners some sugar paper or large A3 pieces of paper and pens. They should choose one or two members of the group to write their ideas on the paper.

CORE

Feedback

Display all the posters on the walls. Encourage learners to walk around and read each other’s ideas.

Answers

Learners’ own answers.

Coursebook page 216	Writing: Activity 4		
	<ol style="list-style-type: none"> 1. Explain to learners what a leaflet is, if necessary, i.e. a piece of paper that gives information or advertises something, usually handed out on the street. 2. Draw attention to the fact that they should design a leaflet that is attractive to other teenagers. If possible, allow learners access to computers so they will be able to choose images and publishing tools to help make the leaflet more appealing to a teenage audience. 3. Make sure learners understand that they should address all three bullet points in their leaflets. 4. Circulate, checking learners' sentence construction and vocabulary. 		
	<p>CORE – this could be done for homework</p> <p>Feedback</p> <p>Put learners into small groups of five or six and ask them to hand around their leaflets for the other members of their group to read. Choose individual learners and ask them to comment on one of the leaflets they have read, saying what they liked about the design, or an important point that was mentioned, or anything else noteworthy.</p>		
	<p>Answers</p> <p>Learners' own answers.</p>		
	Differentiation activities (Support):		
	<ol style="list-style-type: none"> 1. Provide sentence starters to help these learners such as: <i>Scientists believe that global warming is caused by ... Climate change is when ... There are many ways we can help reduce climate change ...</i> 		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> 1. Ask these learners to include examples of passive present sentence construction in their leaflets. 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Choose volunteers to come to the front to showcase and explain their leaflets. 2. Hold a class vote for the best and most persuasive leaflet. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G7.4.1.1.2) Produce posters, brochures, leaflets, and advertisements.			
(G7.4.1.1.6) Write reports in a standard form, including formatting (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, and ask about and explain problems.			
(G7.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Vocabulary: To revise weather vocabulary. Speaking: To discuss the seasons. Listening: To listen to a weather forecast.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary about the weather and the environment in a real life setting.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary about the environment and global warming 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to develop, implement and communicate new ideas to others in English effectively. 		
Key vocabulary: all vocabulary related to the weather Key expressions/structures: revising structures and expressions previously encountered in this unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As this lesson is a unit review, if learners have a particular difficulty, then refer them back to earlier in the unit. 		
Resources/equipment needed: Coursebook page 217 Audio track 52 A small ball for the Starter activity		

UNIT 12 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they will play a game based on all the new vocabulary they have learned in this unit. 2. Hold the ball, call out a vocabulary item, for example <i>solar panel</i>, and then throw the ball to a learner. 3. This learner must then call out another word from the unit and throw the ball to a different learner. 4. Carry on with this game until most of the unit vocabulary has been mentioned.
Resources	Main activity
Coursebook page 217 Audio Track 52	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to a weather forecast. 2. Read through the table with learners, drawing attention to the times on the top row and the areas in the left-hand column. 3. Explain that they are going to hear the whole transcript and need to complete the missing words when they hear them. 4. Play the audio track and ask learners to complete the missing words in the table. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give their answers using full sentences.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 low; 2 wind; 3 sunny; 4 windy; 5 sunshine; 6 rain; 7 snow; 8 cloud; 9 16; 10 clear; 11 light</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow these learners to read the audioscript on Coursebook page 229 as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to choose one region and write the full weather forecast for it based on the information they have in the table. 2. Have them come to the front of the class and present their forecast in a professional way.
Coursebook page 217	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think back to the different types of renewable energy they've learned about in this unit. 2. Refer them to the four images in the activity and ask them to write for each one which type of renewable energy the image represents. <p>CORE</p> <p>Feedback</p> <p>This is a very quick activity and can be completed orally if required. When completed, learners should share their answers with the rest of the class to see if everyone agrees.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 hydro power; 2 geothermal power; 3 wind power; 4 solar power</p>

	<p>Differentiation activities (Support):</p> <p>1. To assist learners that are having difficulty remembering the exact renewable energy types, give them the words <i>hydro, wind, solar and geothermal</i> to use in their answers.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ask these learners to write one or two facts they can remember about each renewable energy type to share with the rest of the class.</p>		
Coursebook page 217	<p>Speaking: Activity 3</p> <p>1. Working with a partner, ask learners to discuss which season is their favourite and why.</p> <p>2. Put some sentence starters on the board as necessary such as:</p> <p style="padding-left: 40px;"><i>I like (season x) because ...</i></p> <p style="padding-left: 40px;"><i>During (season x) I like to ...</i></p> <p style="padding-left: 40px;"><i>In the (season x) I can wear / do / take part in ...</i></p> <p>3. Circulate and note down any common errors and examples of good language use.</p> <p>CORE</p> <p>Feedback</p> <p>Praise learners on the conversations you heard. Write up any common errors anonymously and get the class to correct them. Write up examples of good use of language and explain why they are good and drill if appropriate.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>EXTENSION</p> <p>Ask learners to write a short paragraph explaining which is their favourite season and why. Encourage them to include reasons why they like the other seasons less. You could also suggest that they write about a season in another country that they would like to experience.</p>		
Resources	Plenary		
	<p>1. Invite three learners to come to the front to explain which are their favourite seasons.</p> <p>2. Ask the rest of the class to vote as to who they think gave the best explanation and why.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G7.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G7.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To research their project ideas. Writing: To write up their projects. Speaking: To practise giving their presentation with a partner.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • prepare a TV news report about an extreme weather situation • write a TV news report about an extreme weather occurrence • work independently and practise presenting their TV news report with a partner.
Link to prior learning: <ul style="list-style-type: none"> • The environment • Extreme weather conditions 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the learning process to set goals, manage time, and work independently by monitoring, defining and prioritising tasks to complete a TV news report. 		
Key vocabulary: Vocabulary from Unit 12 and any new vocabulary from learners' research into an extreme weather situation Key expressions/structures: Any from Unit 12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to organise the information they find about their extreme weather situation in a coherent way. Make sure they follow this general outline: <ul style="list-style-type: none"> o weather conditions o effect on people/cities/animals, etc. o what people are doing to tackle any problems/damages caused by the weather o good news about the weather changing. 		
Resources/equipment needed: Coursebook page 218 Access to the Internet if possible. If not, a news bulletin/broadcast you have copied about an extreme weather situation Magazines/sources about famous extreme weather situations		

UNIT 12 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Use your Internet access to show a short clip of a TV news broadcast about a famous extreme weather situation such as the tsunami in Japan in 2011. 2. Encourage learners to listen for gist and not worry about any details or scientific terms they don't understand. The purpose is for them to familiarise themselves with the style of TV news reports. 3. Ask a few questions to make sure learners have understood most of the news report. 4. Make a note of any useful phrases from the report.
Resources	Main activity
Coursebook page 218	<p>Preparation</p> <ol style="list-style-type: none"> 1. Brainstorm some well-known extreme weather situations that have happened in the world. 2. There is a short TV news report about the great dust storm that hit Australia in 2009 on page 218 of the Coursebook. Read it out loud for learners to listen to your tone of voice and way of emphasising details. Encourage learners to practise reading this TV news report aloud to themselves. 3. Before learners can even begin their task, they will have to decide which extreme weather situation they will be presenting. There are a multitude of resources on the Internet about extreme weather situations which learners should be free to explore. Alternatively, have them look through your magazines/sources. 4. Learners should also have access to any vocabulary that they might need. Remind them to look back through the unit for vocabulary related to this topic. 5. Allow learners enough time to make notes for Stage 2, as well as to search for some images on the Internet (Stage 3), if possible. 6. Put learners in pairs for Stage 4 and have them write their TV news report. Together they need to practise presenting the report like a professional news broadcaster. 7. Monitor and help as necessary throughout this preparation process. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Stay close to these learners and help them with the writing of the report. Make sure the language is appropriate and explain any unknown words <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to use the present passive where possible.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ensure learners are ready to present their TV news report in the next lesson. 2. Remind learners to review the learning outcomes for the lesson and check that they have been met.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something, introduce the topic, and organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 7	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To deliver a TV news presentation to the class. Listening: To listen respectfully and attentively. Speaking: To ask and reply to pertinent questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a TV news report to peers and teacher • ask and answer questions to demonstrate understanding.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary about the environment and global warming 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the understanding and importance of feedback in English, from teachers and other learners. 		
Key vocabulary: Key vocabulary from Unit 12 Key expressions/structures: Key expressions and structures from Unit 12		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel very apprehensive about speaking in public. To allay this, direct them to the Coursebook where there are very clear guidelines on how to successfully speak to an audience. 		
Resources/equipment needed: Coursebook page 219 The Internet		

UNIT 12 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Invite learners to think about famous news presenters in their country. 2. Ask them to name one or two reasons why they like this news presenter and then do the same about any they don't like. 3. Ask them to make notes of their likes and dislikes and challenge them to imitate or avoid what these TV presenters do accordingly when their time comes up to present their news report. 4. If there is Internet access, invite learners to find clips of their favourite news presenter for the class to watch.
Resources	Main activity
Coursebook page 219	Presentation
	<ol style="list-style-type: none"> 1. Make sure all learners have their presentations and have used the checklist in Stage 2 to make sure that the order is correct. 2. Refer learners to the <i>Speaking tip</i> box and discuss the importance of speaking confidently and clearly. 3. Remind learners of the audience's responsibility to help the presenter. 4. Choose learners to present their projects individually. 5. Allow time for questions and answers at the end of each presentation.
	Differentiation activities (Support):
	<ol style="list-style-type: none"> 1. Stand close to these learners whilst they present their TV news report to offer last-minute vocabulary choices and general support if they are very nervous speaking in front of their peers.
	Differentiation activities (Stretch):
	<ol style="list-style-type: none"> 1. Choose further questions to ask about these learners' chosen extreme weather situations.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Give lots of praise. 2. Ask learners to reflect upon the peer assessment questions in the Coursebook both for themselves and for their peers. What were the best parts from the TV news reports? 3. Ask learners to reflect upon what they have learned from completing the project activity.

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

Unit 10

Track 44

Narrator: Person 1

Person 1: Four hours? I usually spend my free time watching TV. Yeah. In four hours, I'll probably spend about three quarters of that time watching TV, especially if there's a good football match on. In the other 25% of that time, I read magazines or newspapers - just relaxing really.

Narrator: Person 2

Person 2: I'll probably ride my bike to my friend's house. It takes half an hour to get there. We usually spend about two hours watching TV, and maybe an hour reading comics. Then, it's another half an hour back to my house on the bike.

Track 45

Narrator: Person 3

Person 3: Well, it's important to relax sometimes, but not too much. Whenever I have four hours of free time, I spend half of it relaxing indoors. So, about an hour watching TV, and perhaps another hour reading a book. Then, I spend some time outdoors. I like gardening and I do that for about an hour usually, it depends on the weather. In the last hour, I go for a run.

Narrator: Person 4

Person 4: Reading. Definitely, reading. I read books all the time, so I can imagine spending at least 50% of that time just reading my book. I might also spend about an hour reading magazines, and perhaps another hour reading comics. What can I say? I love reading.

Track 46

Narrator: The United Arab Emirates is a country on the Arabian Peninsula. It is bordered by the Kingdom of Saudi Arabia and Oman. The official language is Arabic, and the official religion is Islam. It is one of the fastest growing countries in the world, with huge reserves of oil and natural gas. One of the most famous landmarks in the United Arab Emirates is the Burj Khalifa in Dubai. At eight hundred and twenty-eight metres, it is the tallest man-made structure in the world. Natural places of interest in the United Arab Emirates include the Liwa Oasis and the Moreeb Dune (scary mountain in English) which is the country's tallest sand dune.

In 2008, the government of the United Arab Emirates carried out a survey so they could find out exactly how many people lived in the country. At that time, the total population of the country was six point nine million people.

The United Arab Emirates is made up of seven emirates: Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah and Umm al-Quwain. In terms of population, the emirates of Dubai and Abu Dhabi are very close. At the time of the 2008 survey, Dubai had exactly one million, five hundred and thirty-three thousand, five hundred and ninety-six people. That's around 22% of the whole country's population. Abu Dhabi had a slightly larger population at that time: one million, five hundred and seventy-two thousand, nine hundred and six people lived there. However, Abu Dhabi is much larger than Dubai in terms of area. Abu Dhabi makes up over 86% of the total area of the United Arab Emirates. Dubai's area is 5% of the whole country. The smallest emirate in terms of area is Ajman, which makes up less than one per cent of the country.

Track 47

Newsreader: Schoolchildren all over the country are taking part in 'The Kindness Challenge', a competition to find out which school is the kindest. Students will do as many acts of kindness as they can. It could be helping an elderly person with their shopping, or raising money for charity. The students will write details about each act of kindness on a card, and put it in a special box. They don't write their name on the card. Every act of kindness they record is anonymous. At the end of the month, the schools will add up all of the cards, and the school with the most acts of kindness for that month will be named 'The Country's Kindest School'. The challenge starts at the beginning of next month, and hundreds of schools across the country are planning to take part. It looks as if we can expect to see lots of kind and helpful children in the next few weeks.

Unit 11

Track 48

Joe: Hello, my name's Joe. I don't like beach holidays because I'm fair-skinned like the rest of my family. I enjoy sightseeing holidays and this year we're going to Rome in Italy. We're going to stay in a small hotel near the Colosseum. We'll do a walking tour to see the sights and visit the museums. I'm going to eat lots of pizza and ice cream. I'm really looking forward to it.

Amy: Hello, I'm Amy. We're not going on holiday this year. We're staying at home, but Mum and Dad say we can do some day trips. We'll probably go on bike rides and have picnics. At the end of the holidays, Mum says I can have my friends from school to stay for a few days. It'll be great to catch up with them.

Sam: Hello, I'm Sam. We're going on a beach holiday this year. I enjoy beach holidays, but I like to do things when I'm there, otherwise I get bored. This year, we're going to stay in an apartment in Kerala. That's on the

coast in the south of India. The apartment is only two minutes from the beach. We'll do lots of swimming and maybe some fishing. I'll miss my friends, but I'll see them when I get home.

Tina: Hi, I'm Tina. This year, we're going on a really fantastic holiday as a treat for my grandma, who is 60 this year. We're going on a sailing holiday in Cuba. We're going to sleep on the boat. We're going to go to lovely beaches and I want to try windsurfing, and do lots of swimming, of course. I'm really looking forward to it.

Track 49

Ibrahim: Hey Saeed. How was your holiday in India?

Saeed: It was amazing, Ibrahim. I had a really good time. You should go.

Ibrahim: Actually, I am going away soon. I'm going to visit my uncle in Australia.

Saeed: That sounds great.

Ibrahim: I hope so. But I'm a bit nervous. I'm going there on my own, and I've never travelled alone before. I don't even know what to do at the airport.

Saeed: Oh, it's easy.

Ibrahim: Is it? What do I do first?

Saeed: First, you go to the check-in desk. Some people check in online before they go to the airport.

Ibrahim: I think I'll do it at the airport. What happens at the check-in desk?

Saeed: You show them your passport and your ticket, and you give them your bags. They give you a boarding card. It has your flight number on it.

Ibrahim: What do I do after that?

Saeed: You go through security control where they check your hand luggage, and then you go to the departures lounge.

Ibrahim: How will I know where to find my plane?

Saeed: Look at the screens in the departures lounge. They will show your flight number and the gate you need to go to.

Ibrahim: Okay, thanks.

Saeed: Don't worry. You'll be fine. And if you have any questions, just ask a member of staff.

Unit 12

Track 50

Conversation 1

Boy 1: Does it always rain in London?

Boy 2: No, but sometimes it feels like that.

Boy 1: It is the middle of summer but it feels like autumn.

Boy 2: Yes, everyone is wearing their coats and carrying umbrellas.

Boy 1: Watch out for that puddle, it's a big one.

Boy 2: Too late.

Conversation 2

Girl 1: I never knew that Moscow was so beautiful.

Girl 2: Yes, it really is beautiful but very, very cold.

Girl 1: I've heard that it can be as cold as -10°C in winter.

Girl 2: Last winter it was -15°C . It was freezing!

Girl 1: What is it like in the summer?

Girl 2: Well, it can become extremely warm. It can be as high as $30-35^{\circ}\text{C}$.

Girl 1: I never thought I would need my summer clothes for a visit to Moscow!

Conversation 3

Woman 1: I'd like to book a holiday in Dubai for my family please.

Woman 2: Certainly, madam.

Woman 1: I've never been to Dubai before. Can you tell me about the weather? I don't know what clothes to bring or what to expect.

Woman 2: Dubai has wonderful weather with year round sunshine. However, it does get surprisingly cold – but only indoors! All of the shopping malls are air-conditioned so don't forget to bring a jumper.

Woman 1: Do I need to pack an umbrella?

Woman 2: It only rains on average for five days a year so I don't think you need one.

Track 51

Narrator: Thunder and lightning always go together because thunder is the sound that is made by lightning. This means that lightning is always followed by thunder. When a thunderstorm is a long way away, you see the lightning but you might not hear the thunder.

Thunderstorms happen more often in hot climates and more often in summer than in winter.

The temperature of lightning is measured in degrees Celsius. Lightning is close to 30,000 degrees Celsius.

When you see lightning, start counting one, two, three for each second. Continue counting until you hear thunder. Three seconds equals about one kilometre. So if you count to six, the storm is about two kilometres away. But if you only count one or two seconds before you hear thunder, the storm is very close. Take care!

Track 52

Weather forecaster: Let's start with the central and western parts of Spain. It will be cold in the morning with low temperatures and a strong, cold wind. However, by late afternoon, the weather will become mostly sunny with some cloud and an average temperature of 10 degrees.

Let's move to the north-west. The day will begin wet and windy. It will continue wet and windy in the afternoon with some sunshine and a temperature staying around 12 degrees.

In the north, there will be rain and snow all day and icy conditions over high ground so take care when driving. Temperature is a freezing minus 5 to 6 degrees.

In the east, the morning will be bright and sunny but in the afternoon there will be some cloud and only a few hours of sun. Temperatures should be around 12 to 16 degrees.

Finally in the south, a lovely day ahead. There will be clear skies, lots of sunshine and a light wind in coastal areas. Temperature will be about 19 degrees.