

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

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter						
Coursebook page 6	<ol style="list-style-type: none"> <li>1. Greet learners. Write 'hello' and 'goodbye' on the board, and elicit different ways of greeting someone and saying goodbye in English (for example: <i>good morning, hi, bye</i>).</li> <li>2. Ask learners to open their Coursebooks, and discuss the bullet point at the top of the page.</li> <li>3. Ask: <i>Do you know any words for hello and goodbye in other languages?</i></li> </ol>						
Resources	Main activity						
Coursebook page 6	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask: <i>Do you use the same language to greet friends of your age as you do with adults? Is there any difference in the use of greetings between adults in the family and adults outside the family, such as teachers?</i></li> <li>2. Learners complete Activity 1 of the Coursebook.</li> <li>3. Explain that some phrases might be suitable for both categories.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw a table on the board and write answers in the correct column as you elicit them. Model pronunciation and intonation.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Friends and family</th> <th style="width: 50%;">Teachers and other adults you don't know</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table> <p>Explain that 'All right?' has a similar meaning to 'Hello, how's it going?' but is much more colloquial/informal. Tell learners that usually British teenagers use this phrase with one another, rather than with adults.</p> <p><b>Answers</b></p> <p><i>Friends and family:</i> Hello; Bye; All right?; See you; How's it going?; Hi; How are you?; How are things?</p> <p><i>Teachers and other adults:</i> Hello; Bye; Good morning; How are you?; Goodbye; Good afternoon</p>	Friends and family	Teachers and other adults you don't know				
Friends and family	Teachers and other adults you don't know						
Coursebook page 6	<p><b>Did you know?</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the <i>Did you know?</i> box and ask them to say if they knew this information before.</li> <li>2. Ask them if what the box says about people in the UK is true of people in their own culture.</li> </ol> <p><b>DESIRABLE</b></p>						
Coursebook page 6 Audio Track 2	<p><b>Listening: Activities 2 and 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activities 2 and 3.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write each numbered gap up on the board, to ensure all misunderstandings are avoided.</p> <p><b>Answers</b></p> <p>1 Good morning; 2 Nice to meet you; 3 How are you?; 4 Thank you; 5 Bye; 6 Goodbye</p>						

<p><b>Coursebook page 6</b></p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the dialogue with one of the stronger learners in the class.</li> <li>2. Learners complete Activity 4 in pairs. After they have finished roleplaying the conversation, ask learners to swap roles and roleplay the conversation again.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor pairs for correct intonation and sentence stress.</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio of the dialogue, pausing after each line. Learners listen and repeat.</li> </ol> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners note down some key words from the dialogue and then roleplay it from memory, using only the keywords to help them.</li> </ol>															
<p><b>Workbook page 6</b> <b>Audio Track 2</b></p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor learners' work while they are completing Activity 1. When the class has completed the activity, choose two strong learners who have the correct answers to model the dialogue. Other learners listen and check their answers.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1 Rehan: All right, Kareem?</li> <li>2 Kareem: Rehan! <b>How's it going? Great to see you.</b></li> <li>3 Rehan: You too. I'm fine, thanks. <b>How about you?</b></li> <li>4 Kareem: I'm very well, but school is hard work at the moment. I've got lots of exams to study for.</li> <li>5 Rehan: Me too. I'm not working today though. I'm doing some shopping. Look, I've bought some new trainers.</li> <li>6 Kareem: They're nice. <b>Anyway, I've got to go to football practice now. Nice seeing you. Give me a ring soon.</b></li> <li>7 Rehan: <b>Sure. Say hi to your family from me.</b> Bye.</li> <li>8 Kareem: Will do. Bye.</li> </ol>															
<p><b>Workbook page 6</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete Activity 2.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to provide answers and write them up on a table with four columns on the board. Drill pronunciation of the phrases.</p> <p><b>Answers</b></p> <table border="1" data-bbox="460 1775 1510 2126"> <thead> <tr> <th data-bbox="460 1775 749 1877"><b>Saying you are happy to see someone</b></th> <th data-bbox="749 1775 934 1877"><b>Asking for more information</b></th> <th data-bbox="934 1775 1118 1877"><b>Making a request</b></th> <th data-bbox="1118 1775 1303 1877"><b>Agreeing to do something</b></th> <th data-bbox="1303 1775 1510 1877"><b>Ending the conversation</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="460 1877 749 1980">Great to see you. <i>(at the start of a conversation)</i></td> <td data-bbox="749 1877 934 1980">How's it going?</td> <td data-bbox="934 1877 1118 1980">Give me a ring soon.</td> <td data-bbox="1118 1877 1303 1980">Sure.</td> <td data-bbox="1303 1877 1510 1980">Anyway, I've got to go to football practice now.</td> </tr> <tr> <td data-bbox="460 1980 749 2126">Nice seeing you. <i>(at the end of a conversation)</i></td> <td data-bbox="749 1980 934 2126">How about you?</td> <td data-bbox="934 1980 1118 2126">Say hi to your family from me.</td> <td data-bbox="1118 1980 1303 2126">Will do.</td> <td data-bbox="1303 1980 1510 2126"></td> </tr> </tbody> </table>	<b>Saying you are happy to see someone</b>	<b>Asking for more information</b>	<b>Making a request</b>	<b>Agreeing to do something</b>	<b>Ending the conversation</b>	Great to see you. <i>(at the start of a conversation)</i>	How's it going?	Give me a ring soon.	Sure.	Anyway, I've got to go to football practice now.	Nice seeing you. <i>(at the end of a conversation)</i>	How about you?	Say hi to your family from me.	Will do.	
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Nice seeing you. <i>(at the end of a conversation)</i>	How about you?	Say hi to your family from me.	Will do.													

	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners practise roleplaying the dialogue.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Tell learners that in informal conversations, friends often leave out the subject and auxiliary verb in a sentence or phrase. Ask learners to find examples of this in the dialogue.</p> <p>Examples:</p> <p><i>Nice seeing you (instead of: It is nice seeing you).</i></p> <p><i>Great to see you (instead of: It is great to see you).</i></p> <p><i>Will do (instead of: I will do).</i></p>		
<b>Coursebook page 6</b>	<p><b>Speaking: Activity 5</b></p> <p>1. Put learners into pairs.</p> <p>2. Pairs complete Activity 5.</p> <p>3. Monitor, and correct only any examples of misuse of the target phrases in the lesson.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask volunteers to come to the front and roleplay the greeting in front of the class. Correct any misuse of the target language.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Say several phrases from the lesson and nominate a different learner to respond to each phrase. For example:</p> <p><i>Teacher: How are things?</i></p> <p><i>Learner: Fine, thanks.</i></p> <p><i>Teacher: Say hi to your family from me.</i></p> <p><i>Learner: Will do.</i></p> <p>2. If the learner gets the answer incorrect, ask another learner the same question.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example, making offers and requests and making suggestions.</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: 2
Teacher:		Subject: English
Grade: 7	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To develop learners' ability to infer the meaning of unknown words from context in a text about greetings in different cultures. To develop learners' passive knowledge of collocations so that they can be recognised in a text.</p> <p><b>Listening:</b> To develop learners' ability to listen for detail in order to hear key pieces of information.</p> <p><b>Speaking:</b> To practise talking about meeting and greeting in learners' own culture using vocabulary and expressions from the lesson. To raise learners' awareness of intonation in question forms.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• guess the meaning of words in the context of a reading text with support</li> <li>• describe what a collocation is</li> <li>• talk about meeting and greeting in learners' own culture.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Parts of the face</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Global Awareness: Introduce other cultures through the teaching of English; understand other nations, languages and cultures</li> </ul>		
<p><b>Key vocabulary:</b> <i>nod, shake, kiss, cheek, finger, greet, hug, colleagues, gesture, bow (verb), thumb, chin, nose, wave, touch, smile</i></p> <p><b>Key expressions/structure:</b> <i>shake hands with someone, put your hands together, close friends, family members, nod your head, bow your head, give someone a kiss on the cheek, give someone a hug</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners will often feel that they need to understand every word in a text in order to improve their English, and that a dictionary must be at hand at all times when they are reading.</li> <li>• Explain that while a dictionary is a useful tool, it is often possible to guess the meaning of new words in a text from their context.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 7</p> <p>Workbook page 7</p> <p>Audio Track 3</p>		

## UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

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

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

<b>Coursebook page 7</b>	<p><b>Speaking: Speaking tip</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the <i>Speaking tip</i>.</li> <li>2. Show learners how information questions are said, showing with your hand a movement of falling intonation at the end. It's a good idea to model the sentence stress as well.</li> <li>3. If you think your learners could cope with the extra information, tell learners that intonation rises in check questions (questions when you think you know the answer).</li> </ol> <p><b>DESIRABLE</b></p>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Ask the class to watch you carefully. Mime some gestures covered in the class and ask learners to call out or put their hands up to tell you the gesture. For example: <i>Shake your head, nod your head, wave, shake hands, put your hands together, bow.</i> (Make sure they are gestures which are appropriate for learners to act out in the classroom.)</li> <li>2. When you have gone through all the gestures once, ask the class to stand up and be prepared to mime the gestures themselves. Explain that this will be very quick and if you spot anyone doing the wrong gesture they will have to sit down and be out of the game.</li> <li>3. You could also do a version of the game where you say: '<i>Teacher says...</i>' (followed by the gesture). Learners must mime the gesture only if they hear you say '<i>Teacher says...</i>' if not they must stand still. If they mime a gesture when you haven't said '<i>Teacher says...</i>' first, they have to sit down and are out.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G7.3.1.1.2) 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: 1	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking and listening:</b> To ask questions about greetings in another culture. To listen for specific questions and information.</p> <p><b>Reading:</b> To develop learners' ability to read for detail and to select key information from a text about meeting and greeting in Japan.</p> <p><b>Writing:</b> To develop learners' ability to write and organise a paragraph about meeting and greeting in their culture. To raise learners' awareness of the need for self-correction and drafting written work.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• listen for specific information</li> <li>• read a text for detail</li> <li>• write a paragraph using structures such as imperatives.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Collocations connected with parts of the body and greetings</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>surname, Maori, 'hongi', traditional, respect, forehead, culture, suggest, treat</i></p> <p><b>Key expressions/structure: Imperatives;</b> <i>eye contact, pay attention, in conversation</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Many learners consider writing to be finished once they have written a first draft. They may also think that it is solely the responsibility of the teacher to correct written work.</li> <li>• Explain that some pieces of writing need to go through several drafts and that learners need to look for errors and self-correct, as this helps them to learn and produce better written work.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 8</p> <p>Workbook page 8</p> <p>Audio Track 4</p>		

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

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

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

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

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

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

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

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

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



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

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

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

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

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

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

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

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

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

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



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

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

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

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

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

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

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

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

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

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



	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen again and check their answers to Activity 3, adding in any words that they have missed so that they have the complete questions, including question tags.</li> </ol>
Coursebook page 14	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Play the audio again.</li> <li>2. Ask learners to complete the activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners for answers and write them on the board.</p> <p><b>Answers:</b></p> <p>1c; 2a; 3b</p>
Coursebook page 14	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on the <i>Use of English</i> box.</li> <li>2. Read through the information and answer any questions.</li> </ol> <p><b>CORE</b></p>
Coursebook page 14	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the activity.</li> <li>2. Help learners by reminding them that the question mark goes at the end of each question after the question tag.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners for answers and write them on the board.</p> <p><b>Answers</b></p> <p>1 You've done your homework, haven't you?; 2 We'll have lots of fun on holiday, won't we?; 3 The shop is open tomorrow, isn't it?; 4 She's Omar's sister, isn't she?; 5 You're in my brother's class, aren't you?; 6 They've got a new car, haven't they?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs to complete the task.</li> <li>2. Write the first and last words for each question on the board, drawing the correct number of spaces between the words to give extra help.</li> <li>3. Monitor and give support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to practise saying the questions in pairs and think of responses if they can. Check pronunciation and intonation.</li> <li>2. Ask them to make up two similar questions of their own.</li> </ol>

<b>Workbook page 14</b>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners complete the two conversations.</li> <li>Remind learners to look for clues (the verb at the beginning of the question) when deciding which question tag to use. Question tags are also followed by question marks.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check answers with the class and write them on the board.</p> <p><b>Answers:</b></p> <p><b>1 isn't it?; 2 possibly; 3 isn't it?; 4 shouldn't I?; 5 possibly</b></p>		
<b>Resources</b>	<b>Plenary</b>		
<b>Board</b>	<ol style="list-style-type: none"> <li>Ask learners to remember the function of question tags. Say that they are to check information, but they are also to make 'small talk': to encourage people to say more.</li> <li>Ask learners the sort of questions it's acceptable to ask when they first meet someone and write them on the board. For example: <i>Are you Nahla's brother? Are you in my brother's class?</i></li> <li>Change the questions on the board into statements, and ask learners to add the question tag. For example: You write: <i>You're Nahla's brother</i>, learners call out: <i>aren't you?</i> You write: <i>You're in my brother's class</i>, learners call out: <i>aren't you?</i></li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using <i>If I were ... I would</i>, expressing opinions, agreement and disagreement); confirm or check information using question tags.</p> <p>(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.</p> <p>(G7.2.1.1.1) Consolidate and extend the ability to understand and respond to a range of functions, for example making suggestions.</p>			

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

## UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

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

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

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

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

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



## UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

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

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

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

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

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

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

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

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

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



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

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

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

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

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

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

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

## UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter																					
Coursebook page 19	<ol style="list-style-type: none"> <li>1. Ask learners to form small groups and discuss what they remember about the magazine article they read in the previous lesson.</li> <li>2. Feedback with whole class briefly and write a few key ideas on the board.</li> <li>3. Explain to the class that today they are going to read the second part of the magazine article.</li> <li>4. Briefly remind learners of the features of magazine articles: headline, sub-headings, pictures.</li> </ol>																					
Resources	Main activity																					
Coursebook page 19	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to skim the second part of the article. Give them a minute or two, then ask what they think it is about.</li> <li>2. Confirm that it is another interview with a family with a different experience of the same issue of international travel for work.</li> <li>3. Ask learners to try to guess the meaning of any new words from context, and to look them up in a dictionary <i>only</i> if necessary for the understanding of the main information.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that the class understand that the article is about the same topic as the article in the previous lesson.</p>																					
Workbook page 21 (Coursebook pages 18 and 19)	<p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the interviews with both families again, on pages 18 and 19 of the Coursebook.</li> <li>2. Learners will need to work in pairs or small groups to complete the table comparing and contrasting the experiences of the two families.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have the table up on the board, ask learners to call out information and fill in the categories as a class.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3">Answers</th> </tr> <tr> <th></th> <th>What is the same?</th> <th>What is different?</th> </tr> </thead> <tbody> <tr> <td>The families</td> <td>Two parents and two children.</td> <td>Children are 2 boys in fam 1 and boy/girl in fam 2. Girl in fam 2 is slightly older.</td> </tr> <tr> <td>What decision did they have to make?</td> <td>Whether to move abroad for work for two years.</td> <td>Fam 1 to London. Fam 2 to Paris.</td> </tr> <tr> <td>What were they concerned about?</td> <td>Disrupting the children's education. Not having any friends or family there. Emirati identity.</td> <td>Fam 1: The children needed to have the influence of both parents. Fam 2: mother doesn't speak the language well.</td> </tr> <tr> <td>What did they decide to do?</td> <td></td> <td>Fam 1: all go. Fam 2: father go, mother and children stay.</td> </tr> <tr> <td>Was it the right decision?</td> <td>Yes, for them.</td> <td></td> </tr> </tbody> </table>	Answers				What is the same?	What is different?	The families	Two parents and two children.	Children are 2 boys in fam 1 and boy/girl in fam 2. Girl in fam 2 is slightly older.	What decision did they have to make?	Whether to move abroad for work for two years.	Fam 1 to London. Fam 2 to Paris.	What were they concerned about?	Disrupting the children's education. Not having any friends or family there. Emirati identity.	Fam 1: The children needed to have the influence of both parents. Fam 2: mother doesn't speak the language well.	What did they decide to do?		Fam 1: all go. Fam 2: father go, mother and children stay.	Was it the right decision?	Yes, for them.	
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Was it the right decision?	Yes, for them.																					

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



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

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

## UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter															
Coursebook page 20	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask: <i>What have you learned this week?</i></li> <li>2. Ask learners to give an example of what they have learned. Record on the board examples of:</li> </ol> <p><b>CORE</b></p> <table border="1"> <tr> <td>question tags</td> <td>singular</td> <td>plural</td> </tr> <tr> <td>greetings in letters</td> <td>formal</td> <td>Informal</td> </tr> <tr> <td>magazine articles</td> <td>title (headline)</td> <td>section marker (sub-heading)</td> </tr> <tr> <td>modal verbs</td> <td>make an offer</td> <td>make a request</td> </tr> </table>	question tags	singular	plural	greetings in letters	formal	Informal	magazine articles	title (headline)	section marker (sub-heading)	modal verbs	make an offer	make a request			
question tags	singular	plural														
greetings in letters	formal	Informal														
magazine articles	title (headline)	section marker (sub-heading)														
modal verbs	make an offer	make a request														
Resources	Main activity															
Coursebook page 20 Audio Track 9	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Play the two dialogues with a pause between them. Play them a second time and ask what is happening in the dialogues.</li> <li>2. Tell learners they need to record important words from the dialogues in the table. Ensure they read the table and understand what sort of words to listen out for.</li> <li>3. Play the dialogues again. Check with learners and play a final time if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Check understanding after the second play of the dialogues.</li> <li>2. Check understanding of the table before use.</li> <li>3. Circulate around the room to check that learners are filling in the table correctly.</li> </ol> <p style="background-color: #cccccc; text-align: center;"><b>Answers</b></p> <table border="1"> <thead> <tr> <th></th> <th>Dialogue 1</th> <th>Dialogue 2</th> </tr> </thead> <tbody> <tr> <td><b>Greetings</b></td> <td>Hi. How's it going?</td> <td>Good morning. How are you? I'm very well, thank you.</td> </tr> <tr> <td><b>Agreement</b></td> <td>Yep. Sure. Yeah, OK</td> <td>Yes, that's right.</td> </tr> <tr> <td><b>Use of names/titles</b></td> <td>Just first names. Only once.</td> <td>Mr Amudin/Sir. Names/titles used often.</td> </tr> <tr> <td><b>Other formal or informal language</b></td> <td>get going (informal)</td> <td>hurry (more formal)</td> </tr> </tbody> </table>		Dialogue 1	Dialogue 2	<b>Greetings</b>	Hi. How's it going?	Good morning. How are you? I'm very well, thank you.	<b>Agreement</b>	Yep. Sure. Yeah, OK	Yes, that's right.	<b>Use of names/titles</b>	Just first names. Only once.	Mr Amudin/Sir. Names/titles used often.	<b>Other formal or informal language</b>	get going (informal)	hurry (more formal)
	Dialogue 1	Dialogue 2														
<b>Greetings</b>	Hi. How's it going?	Good morning. How are you? I'm very well, thank you.														
<b>Agreement</b>	Yep. Sure. Yeah, OK	Yes, that's right.														
<b>Use of names/titles</b>	Just first names. Only once.	Mr Amudin/Sir. Names/titles used often.														
<b>Other formal or informal language</b>	get going (informal)	hurry (more formal)														
Coursebook page 20	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask: <i>Which dialogue (1 or 2) is more formal and why?</i></li> </ol> <p><b>Feedback</b></p> <p>Learners can discuss as a whole class or in pairs.</p> <p style="background-color: #cccccc; text-align: center;"><b>Answers</b></p> <p>Dialogue 2 is more formal because it contains expressions such as: 'Good morning' (instead of 'Hi') and 'I'm very well, thank you' (instead of 'OK'). Tariq also addresses the man he is speaking to as 'Mr Amudin' rather than using his first name.</p>															

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

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

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

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

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

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners should give a more extended greeting and response, including asking after the person's health or similar. For example: <i>Good morning. How are you today? ... Good morning, I am well, thank you.</i></li> </ol>
Coursebook page 21	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners to write three sentences with question tags using the prompts given. Ensure that learners know what is required in the exercise. If necessary, write up a sample on the board: <i>She / be / school = She will be at school today, won't she?</i></li> <li>For learners needing stretch, ask them to write both a positive and a negative version of each sentence (for example: <i>She won't be at school today, will she?</i>). Ask them to discuss the difference between the sentences with a partner. (Positive statement implies hope for a positive answer; negative statement implies hope for a negative answer.)</li> <li>Learners can read out their sentences to a partner when they have finished, to check their answers and practise pronunciation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate around the class checking on progress. Try to listen to each pair reading out their sentences and correct pronunciation if necessary. If possible, collect in the written work for assessment and feedback.</p>
Coursebook page 21	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Ask learners to write sentences with modal verbs. Check everyone understands the activity. Model one sentence to get learners started, although they should also think of their own. For example: <i>Should I do my homework tonight or at the weekend?</i></li> <li>Learners can read out their sentences to a partner when they have finished, to check their answers and practise pronunciation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate around the class checking on progress. Try to listen to each pair reading out their sentences and correct pronunciation if necessary. If possible, collect in the written work for assessment and feedback.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Model an example of each sentence and ask the learners to give their own examples.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>When they have finished writing the five sentences, ask the learners to go back and make each sentence more polite. For example, use 'may' or 'could' instead of 'can', or add in an extra word between the modal verb and the subject, and the main verb, for example: Formal question: <i>Could I possibly take a longer lunch break, Mr Khaan?</i></li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Ask learners to circulate around the class (or talk to learners near them, if moving around the class is not practical), making informal and formal requests.</li> <li>Put some prompts up on the board to give them some ideas.</li> </ol>



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

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

## UNIT 1 LESSON 16 TASKS/ACTIVITIES

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

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

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

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

## UNIT 1 LESSON 17 TASKS/ACTIVITIES

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

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

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