**Lesson plan for the 7th Grades**

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| Module 4 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | |  | | | | | |
| Objectives according to the Curriculum | | 7.1.6.1- organize and present information clearly to others;  7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.3.1.1- use formal and informal registers in their talk on a limited range of general and curricular topics;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for space and Earth.  • listen to a conversation about a quiz.  • talk about space.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Demonstrate an ability to organize and express ideas clearly * Identify facts and details in extended talks with little support * Apply the difference between formal and informal speech in a talk * Provide a point of view in conversations and discussions | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. Invite students to stand at the window and say what they can see in the sky at the moment. | | Students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 1.25 Ask students to open their books at page 43.  • Put students into pairs to match the words with the photos and think about which are to do with space and which with Earth.  Matching (5 min)  2 • Read out the information in the Get it right! box.  • Ask students to work in pairs to match the words in Exercise 1 with the sentences.  Pair work (5 min)  • Put students into pairs to ask each other questions about space in Exercise 1, e.g. What is the closest planet to Earth?  Listening (10 min)  3 1.26 Tell students they are going to listen to a conversation.  • Play the recording for students to listen and complete the chart.  The pronunciation of C (5 min)  2.44 Ask students to turn to page 112.  • Play the recording. Students listen and repeat the words.  • Focus on the words in the box.  • Do an example and then ask students to work in pairs to put the words in the correct place in the table.  2.44 Play the recording.  • Students listen, check their answers to Exercise 2and repeat the words.  Your turn (5 min)  4 • Read out the instructions.  • Give students a minute to read through the questions and think about their answers.  • Put students into pairs to take turns asking and answering the questions.  • Monitor and help where necessary.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 125 and complete the exercises for Space and Earth. | | • Students listen, check their answers and repeat the words.  Students do matching and check in pairs  Students work in pairs and answer the questions  Students listen to the recording and complete the chart  Students listen and repeat the words.  Students are divided into pairs to take turns asking and answering the questions. | • Students listen, check their answers and repeat the words.  Students do matching and check in pairs  Students work in pairs and answer the questions  Students listen to the recording and complete the chart  Students listen and repeat the words.  Students are divided into pairs to take turns asking and answering the questions. | | 1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide, audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 33 of the Workbook for homework | |  |  | |  |  |

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| Module 4 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | The Moon | | | | | |
| Objectives according to the Curriculum | | 7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics  7.4.4.1 - read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about the Moon.  • talk about space travel  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Provide a point of view in conversations and discussions * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Ask: *Do you know how many astronauts have been to the Moon?*  • Elicit the answer (12).  • Ask: Do you remember any of their names?  • Write the names they say on the board. (The 12 are: Neil Armstrong, Edwin ‘Buzz’ Aldrin, Charles ‘Pete’ Conrad, Alan L. Bean, Alan Shepard, Edgar D. Mitchell, David Randolph Scott, James B. Irwin, John Watts Young, Charles M. Duke Jr, Harrison ‘Jack’ Schmitt and Eugene A. Cernan) | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)  Ask students to open their books at page 44 and look at the photos.  • Put students into pairs to answer the three questions.  • Do not check students’ answers yet.  Reading (5 min)  Tell students they are going to read an article about the Moon.  • Write satellites and moons on the board. Elicit or explain that satellites and moons move in orbit around larger planets and stars.  • Ask students to read the article.  • Check answers from Exercise 1 with the class. Encourage stronger students to offer greater detail when you ask them for an answer to a question.  • Read out the information in the FACT! box. Ask students if they know any other planets in our solar system.  Pair work (5 min)  • Ask students to read the text again.  • Put students into pairs to answer the questions.  Ask students to underline the parts of the text which led them to their answers.  • Check answers with the class.  Research (10 min)  • Students can find out more about the space exploration organization NASA on the following website: https://www.nasa.gov/.  • Put students into pairs and give them a few minutes to explore the site and note down a few ideas that interest them.  • Students can share the ideas they noted down with the class.  Explore words in context (5 min)  • Ask students to find the first word in the box (lunar) in the reading text. Elicit the matching definition with the class (5).  • Ask students to work alone to match the remaining words and phrases with the correct definitions, using context to help them.  • Check answers with the class.  Fast finishers (5 min)  Students can write sentences about space using some of the words in Exercise 4. | | Students open their books at page 44 and look at the photos.  Students read an article and answer the questions. Stronger students offer more details  Students work in pairs and answer the questions  Students can use internet resources to find info about NASA  Students work alone to match the remaining words and phrases with the correct definitions, using context | Students open their books at page 44 and look at the photos.  Students read an article and answer the questions  Students work in pairs and answer the questions  Students can use internet resources to find info about NASA  Students work alone to match the remaining words and phrases with the correct definitions, using context | | 1 Point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Book, slide  Book, slide  Book  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 37 of the Workbook for homework. Students can also visit the NASA website to find out more about space missions and how space is explored: https://www.nasa.gov/audience/forstudents | |  |  | |  |  |

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| Module 4 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Language focus 1 *will, might/may* + adverbs of possibility** | | | | | |
| Objectives according to the Curriculum | | 7.3.1.1- use formal and informal registers in their talk on a limited range of general and curricular topics;  7.4.1.1 - understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.1.6.1- organize and present information clearly to others; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn *will, might/may* and adverbs of possibility  • making predictions about their lives  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Demonstrate an ability to organize and express ideas clearly * Identify facts and details in extended talks with little support * Apply the difference between formal and informal speech in a talk * Read and identify the main idea in the text | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. Write the verb *predict* on the board. Check students’ understanding of the word (which means to say that something will happen in the future) and then ask students if they know any words in English that are used to make predictions. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  • Ask students to open their books at page 45.  • Explain that the gapped sentences in Exercise 1 are all from the text on page 44.  • Put students into pairs to complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 117 of the Grammar reference section.  Individual work (5 min)  • Read out the example.  • Tell students to complete the sentences by *will* or *might/may* and the words in the brackets.  • Students can compare answers in pairs before you check answers with the class.  • Read out the example sentence. Tell students that the adverbs go after an auxiliary verb and before the main verb in a sentence.  • Ask students to work alone to write sentences using prompts and their own ideas.  • Monitor while students write their sentences. Check that students are putting the adverbs in the correct position in the sentences.  • Students can compare their ideas in pairs.  LISTENING (10 min)  1.27 Write missions on the board and elicit or explain the meaning.  • Ask students to work in pairs to complete the text with the words from the box.  • Play the recording for students to listen, check their answers and repeat the words.    Pair work (5 min)  • Read out the example sentences.  • Ask students to write five predictions about their lives using will, might/may and adverbs of probability.  • Monitor while students write their sentences. Help as necessary.  • Put students into pairs to compare and discuss the predictions they wrote in Exercise 5.  VIDEO (10 min)  **4.1 Where does it all go?**  You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.  • Ask: What materials do we most often throw away?  Elicit students’ answers and then read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers and then ask students: What can we do about the problem of plastic?  • See page 140 for further activities you can do with this video. | | Students work in pairs and complete the sentences  Students work individually and complete the sentences  Students work in pairs to complete the text with the words from the box.  Students work in pairs, compare and discuss the predictions  Students watch the video and answer three questions | Students work in pairs and complete the sentences  Students work individually and complete the sentences  Students work in pairs to complete the text with the words from the box.  Students work in pairs, compare and discuss the predictions  Students watch the video and answer three questions | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide, audio  Book, slide  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 34 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A class presentation. Energy issues** | | | | | |
| Objectives according to the Curriculum | | 7.1.2.1-use speaking and listening skills to provide sensitive feedback to peers;  7.1.4.1 -evaluate and respond constructively to feedback from others;  7.2.5.1-recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.8.1- understand supported narratives on a wide range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to students giving presentations.  • learn verbs to talk about energy issues.  • talk about saving energy.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Ask students to name forms of energy commonly used in homes, e.g. gas or electricity.  • Elicit students’ ideas. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Speaking (5 min)  • Ask students to open their books at page 46.  • Put students into pairs to say how the living room pictured is similar to and different from their own living rooms.  LISTENING (10 min)  1.28 Tell students they are going to listen to two students talking about an exhibition.  • Play the recording. Students listen and choose the best option.  1.28 Play the recording again.  • Students listen and answer the questions.  Energy issues (10 min)  • Explain the meaning of appliance (a device or a piece of electrical equipment used for a particular purpose, e.g. a washing machine).  • Explain that the verbs in the box can be used to talk about energy.  • Ask students to work in pairs to match the verbs to the correct definitions.  Pair work (5 min)  1.29 Put students into pairs to complete the sentences with the correct forms of the verbs in Exercise 4.  • Play the recording for students to listen and check their answers.  Your turn (5 min)  • Read out the three questions.  • Put students into pairs to ask and answer the questions.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 125 and complete the exercises for Energy issues. | | Students share their ideas and listen to each other  Students listen to the recording and choose the best option  Students work in pairs and match the verbs to the correct definitions.  Students work in pairs and do the exercise  Students work in pairs and answer the questions. | Students share their ideas and listen to each other  Students listen to the recording and choose the best option  Students work in pairs and match the verbs to the correct definitions.  Students work in pairs and do the exercise  Students work in pairs and answer the questions. | | Students evaluate each other  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide, audio  Book, slide  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 35 of the Workbook for homework | |  |  | |  |  |

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| Module 4 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Language focus 2: *be going to/will*/Present continuous** | | | | | |
| Objectives according to the Curriculum | | 7.2.5.1-recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics;  7.6.10.1 - use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn be going to/will/Present continuous for future arrangements  • ask and answer questions about plans and arrangements  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify the position of speakers in an extended talk with some support * Make up complex interrogative sentences to get information about the topic * Provide a point of view in conversations and discussions * Employ the rule for using present continuous forms for present and future meaning and past continuous in the context | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write the future on the board.  • Elicit all the ways that students know of talking about the future in English. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)  1 • Ask students to open their books at page 47.  • Tell students that the sentences are from the listening on page 46.  • Put students into pairs to match the sentences with the uses.  • Check answers.  • For further information and additional exercises, students can turn to page 117 of the Grammar reference section.  2 • Put students into pairs to join the sentences.  • Check answers.  3. LISTENING (10 min)  1.30 Give students a minute to read through the gapped conversation and then ask: What are Sally and Isa talking about? (Isa’s trip to a wedding in San Francisco.)  • Put students into pairs to complete the conversation by choosing the correct verb forms.  • Play the recording for students to listen and check their answers.  • Students can act out the conversation in pairs.  Translation (10 min)  • Put students into pairs. Ask them to translate will/be going to/Present continuous sentences in Exercises 2 and 3 into their own language. Students should decide if it would be more natural for the sentences to have will/be going to or the Present continuous.  • Point out that different languages may use different structures to express the meanings in the sentences.  Your turn (10 min)  4 • Ask students to work in small groups to make plans for the future and discuss the questions.  • You could guide weaker students through this by suggesting to them some verbs that they could use to answer their questions, e.g., become, move town, play games, relax, go on a trip.  • Students can use their smartphones to do research online.  5 • Put students into pairs to ask and answer the questions they wrote in Exercise 4.  • Monitor while students do this task. Make sure they give full answers.  • Ask some students to tell the class what they found out about their partner’s plans. | | Students work in pairs and match the sentences with the uses.  Students listen to the recording and complete the conversation  Students translate the sentences and complete the task  Students discuss the questions and make a research | Students work in pairs and match the sentences with the uses.  Students listen to the recording and complete the conversation  Students translate the sentences and complete the task  Students discuss the questions and make a research | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide, grammar  Book, slide, Internet sources |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 36 of the Workbook for homework | |  |  | |  |  |

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| Module 4 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Build it better** | | | | | |
| Objectives according to the Curriculum | | 7.2.6.1 -deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.8.1- understand supported narratives on a wide range of general and curricular topics  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about building sustainably.  • talk about natural disasters and solar panels.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize detailed information in a short conversation with some support * Make up complex interrogative sentences to get information about the topic * Provide a point of view in conversations and discussions | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Put students into small groups and ask them to brainstorm natural disasters, e.g. hurricanes, tornadoes,  tsunamis, earthquakes, volcanic eruptions.  • Ask one member from each group to report back to the class. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 48 and look at the photos.  • Read out the question and elicit answers.  2 VIDEO (10 min)  4.2 Play the video without sound for students to check the ideas they came up with in Exercise 1.  3 • Read out the words in the box. Check that students understand the meaning of these words and know how to pronounce them.  • Put students into pairs and ask them to note down which of the words in the box they think they will hear in the video.  4. 4.2 Play the video with sound for students to check their answers to Exercise 3.  Reading (5 min)  5. 4.2 Give students time to read the information.  • Play the video again for students to match the information in 1–5 with that in a–e.  • Students can compare their answers in pairs.  Vocabulary (5 min)  6. • Read out the words in the box. Check that students understand the meaning of the words.  • Ask students to work in pairs to complete the short text using the words in the box.  7. 4.2 Play the video again for students to check their answers to Exercises 5 and 6.  Practice (10 min)  • Ask students to look online for photographs of houses that have been built with sustainability in mind.  • Using the information from this lesson, and Unit 4 as a whole, students could talk in pairs about what they find interesting about the photographs of the houses they found, e.g. big windows letting in light, solar panels on the roof, plants around the house. | | Students work with photos and answer the questions  Students watch the video and then share the ideas  Students read the information and match.  Students read the vocabulary bank and complete the text using new vocabulary  Students could talk in pairs about what they find interesting about the photographs of the houses they found, e.g. big windows letting in light, solar panels on the roof, plants around the house. | Students work with photos and answer the questions  Students watch the video and then share the ideas  Students read the information and match.  Students read the vocabulary bank and complete the text using new vocabulary  Students could talk in pairs about what they find interesting about the photographs of the houses they found, e.g. big windows letting in light, solar panels on the roof, plants around the house. | | 1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide, video  Book, video  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to read more about sustainable building and what it involves on the following website:  http://www.sustainablebuild.co.uk/  Students could also investigate sustainable building projects in their country. Encourage them to find out as much as they can. Students can share what they find out with a partner at the beginning of the next lesson. | |  |  | |  |  |

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| Module 4 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Three countries, three renewables** | | | | | |
| Objectives according to the Curriculum | | 7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics  7.4.4.1 - read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.5.1.1 - plan, write, edit and proofread work at text level with some support on a range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about renewable energy sources.  • learn phrasal verbs.  • talk about renewable energy  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Make up complex interrogative sentences to get information about the topic * Provide a point of view in conversations and discussions * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Plan, write, edit and proofread work at text level | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Demonstrate the meaning of depletion by holding up a pencil and asking students to say what happens each time you use the pencil. Elicit the fact that the lead in the pencil will be used up, or depleted, with each movement of the pencil on a piece of paper until, eventually, after being sharpened many times, there is no lead left. Ask: Which energy sources are depleted with use? Elicit the answers: coal, oil and gas.  • Write renewable energy on the board. Elicit the meaning of this phrase (energy whose source is not depleted by use) and then elicit some examples of this form of energy, e.g. solar power, wind power. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (10 min)  1 • Ask students to open their books at page 49.  • Focus their attention on the pictures.  • Put students into pairs to answer the questions.  • Elicit answers from the class as a whole.  Reading (10 min)  2 • Before students read the text, see if they can guess the answers. You could do this activity with the whole class.  • Write students’ ideas on the board and then ask them to read the article to find out if they match the photos with each country correctly.  • Check answers.  • Help students with reading by encouraging them to see a text as a series of key words. Ask them to highlight the words that carry the meaning. For example, in the first sentence in the text about the USA, you would highlight USA and renewable energy projects. Then ask students to read just the words they highlighted and see how much meaning they are able to get from the text.  Pair work (10 min)  3 • Ask students to read the text again.  • Put students into pairs to answer the questions. Pair stronger students with weaker students for this task. Encourage students to underline the parts of the text which led them to their answers.  • Check answers with the class.  • Read out the information in the FACT! box. Ask students whether they would rather live in a country where the sun shone every day or one in which some months of the year had more sunlight than others.  4. Explore phrasal verbs (5 min)  • Refer students to the list of phrasal verbs.  • Put students into pairs to do the matching exercise.  Encourage students to look at the phrasal verbs in context in the article to help them determine their meaning.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 125 and do the exercises for Explore phrasal verbs. | | Students work in pairs and answer the questions  Students read the text and do the tasks  Students work in pairs and answer the questions  Students work in pairs and match the exercises | Students work in pairs and answer the questions  Students read the text and do the tasks  Students work in pairs and answer the questions  Students work in pairs and match the exercises | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 5 on page 36 of the Workbook for homework. Ask students to look at this website, which offers tips on how to save energy in the home:  http://www.energysavingtrust.org.uk/Take-action/Energy-saving-top-tips/Changing-your-habits-roomby-room | |  |  | |  |  |

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| Module 4 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Apologizing and explaining** | | | | | |
| Objectives according to the Curriculum | | 7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.5.1-recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.3.1.1- use formal and informal registers in their talk on a limited range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch teenagers talking about voluntary work.  • listen to a conversation in which one friend apologizes to another.  • practice apologizing and explaining  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Identify the position of speakers in an extended talk with some support * Apply the difference between formal and informal speech in a talk | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Accidentally bump into a student (be careful not to do this too forcibly). Say: Oh, I’m sorry! I wasn’t looking where I was going.  • Write this sentence on the board. Explain that the first part is an apology and the second an explanation.  • Tell students they are going to learn how to apologize and explain themselves. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Speaking (5 min)  Real talk: What kind of voluntary work can you do in your school or town?  1. VIDEO (5 min)  4.3 Ask students to open their books at page 50.  • Tell students they are going to watch some teenagers answering the following question:  What kind of voluntary work can you do in your school or town?  • Give students some time to look at the question and then play the video or the recording.  • Students work alone to answer the question.  • Check answers.  Pair work (5 min)  2 Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their partner said.  Listening (5 min)  3. 1.31 Tell students they are going to listen to Jessica talking to her friend Oliver.  • Play the recording.  • Students listen and answer the question.  Individual work (5 min)  4 • Students can work alone to complete the conversation using the phrases in the Useful language box.  • Ask stronger students to try to complete the gaps in the conversation without looking at the phrases in the box  5. 1.31 Play the recording again for students to check their answers to Exercise 4.  Speaking (10 min)  6. Put students into pairs to act out the conversation in Exercise 4.  • Students can act out the conversation twice, taking a different part each time.  7. Go through the information in the two situations.  • Put students into pairs to practice a conversation by changing the words in bold in Exercise 4 and using the information in Exercise 7. | | Students discuss the given topic  Students do watching and answer the questions  Students work in pairs and answer the questions  Students listen to the recording and answer the questions  Students work individually and complete the task. Stronger students complete the gaps in the conversation without looking at phrases.  Students work in pairs and act out the dialogue. | Students discuss the given topic  Students do watching and answer the questions  Students work in pairs and answer the questions  Students listen to the recording and answer the questions  Students work individually and complete the task  Students work in pairs and act out the dialogue. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, video  Book, slide  Book, audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can do a survey among their friends to find out how they respond to other people disappointing them in some way. Students could then decide what they think the best way of dealing with disappointment is. At the beginning of the next lesson students can share their ideas with a partner. | |  |  | |  |  |

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| Module 4 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A newspaper article** | | | | | |
| Objectives according to the Curriculum | | 7.4.4.1 - read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics  7.5.1.1 - plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.4.1- use with some support style and register appropriate to a limited variety of written genres on general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a newspaper article.  • learn about the use of direct speech in writing.  • write a newspaper article about an event of their choice  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Plan, write, edit and proofread work at text level | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Ask students: *Do you ever read newspapers?*  *Do any members of your family read them? What is the difference between newspapers and websites?*  • Put students into pairs to discuss these questions.  • Ask some students to report back to the class. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Reading (5 min)  1 • Ask students to open their books at page 51.  • They look at the photos, read the article and say what the volunteers did.  • Check the answer with the class. Challenge stronger students by asking them additional questions, e.g. How many volunteers were there? What day did the clean-up take place on?  Practice (5 min)  2 • Ask students to read the article again and work alone to order the information.  • Check answers.  Fast finishers (5 min)  Students can think of an alternative headline for the article in Exercise 1.  Pair work (5 min)  3 • Go through the information in the Useful language box.  • Tell students that the use of direct rather than reported speech can make an article livelier and give the reader the feeling that they are actually present as a conversation is taking place.  • Read out the question and elicit the answer from the class.  Get writing (15 min)  PLAN  Students should do their planning in class. The writing can either be done in class or at home.  • Tell students they are going to write an article about an event in their area.  • Refer students back to the questions in Exercise 2 and ask them to decide how they are going to order information in their article. Remind students that they will need to use past tenses in their writing and that as newspaper articles usually have titles, they will need to give their own one too. You could also say that good newspaper articles tend to let their readers know the *who, what, when, where* and *why* of the story.  WRITE  6 • Tell students to use the article in Exercise 1 as a model to follow.  • Give students ten minutes to complete the writing task. Students should write about 120 words.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  CHECK  7 • Give students a few minutes to look through their article and check them against the points here.  • Collect students’ articles and mark them. | | Students read the article and discuss.  Students read the article again and order the information  Students work in pairs and ask and answer the questions  Students follow the instruction and do writing | Students read the article and discuss.  Students read the article again and order the information  Students work in pairs and ask and answer the questions  Students follow the instruction and do writing | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher guides and evaluates students | Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 38 and Exercises 6, 7, 8, 9, 10 and 11 on page 39 of the Workbook for homework.  Ask students to look for some articles in English language newspapers or on English-language websites about volunteering, environmental projects, sporting or cultural events. Students can bring these articles to the next lesson to show the rest of the class. | |  |  | |  |  |

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| Module 4 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **End-of-term test** | | | | | |
| Objectives according to the Curriculum | | 7.1.7.1- develop and sustain a consistent argument when speaking or writing;  7.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.5.1.1- plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Giving each pupil a summative assessment  Checking on general progress and obtaining feedback  Measuring what pupils have learnt  Identification of levels for later work  Reinforcement of learning and pupil motivation  Identification of problem areas | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Teacher explains the lesson aims and give instructions on the tasks | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Revision (15 min)  Revise all the themes of the Units 3-4, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements.  References  Use the site <http://esource.cambridge.org> to download the tests, audio and audioscripts and answer keys.  Practice (20 min)  Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | | Students make a revision of the units and answer the questions.  Students work on Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | Students make a revision of the units and answer the questions.  Students work on Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | | 1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Ending (5 min)  Teacher work on mistakes and gives feedback | |  |  | |  |  |

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| Module 4 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **CLIL. Renewable energy** | | | | | |
| Objectives according to the Curriculum | | 7.1.9.1-use imagination to express thoughts, ideas, experiences and feelings;  7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.4.1.1 - understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.4.1 - read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read about renewable sources of energy.  • make a poster to encourage people to recycle and save energy.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Discuss a problem in groups and suggest a solution for a problem * Identify facts and details in extended talks with little support * Read and identify the main idea in the text * Read the given fiction or non-fiction text and identify the general information | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Introduce the topic of energy by writing the names of different objects on the board, e.g. watch, car, TV, and asking students to note down what makes each object work: watch – battery, car – petrol, TV – electricity.  • Check answers. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)  1. • Ask students to open their books at page 52.  • Put students into pairs and ask them to make a list of different types of renewable energy  2. LISTENING (5 min)  1.32 Ask students to read the text to check their answers to Exercise 1. Encourage weaker students to look up new vocabulary online using their smartphones.  • Check answers  3 • Focus on the phrases in the box describing different sources  of energy. Ask students to underline these phrases in the text and try to work out their meaning from the context.  • Put students into pairs to match the phrases with the definitions.  • Check answers.  Quiz (10 min)  4 • Tell students they are going to do a quiz about energy sources.  • Put students into pairs to answer the questions.  VIDEO (15 min)  4.4 Driving into the future  See page 147 for activities you can do with this video. | | Students do the task in pairs  Students read the text and answer the questions.  Students work in pairs and do the quiz  Students watch the video and do the tasks | Students do the task in pairs  Students read the text and answer the questions.. Weaker students can work with vocabulary  Students work in pairs and do the quiz  Students watch the video and do the tasks | | 1 Point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Book  Book, audio  Book  Book, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to play this renewable-energy game:  http://www.wonderville.ca/asset/save-the-world | |  |  | |  |  |

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| Module 4 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Mid-year test** | | | | | |
| Objectives according to the Curriculum | | 7.1.7.1- develop and sustain a consistent argument when speaking or writing;  7.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.5.1.1- plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Giving each pupil a mid-year summative assessment  Checking on general progress and obtaining feedback  Measuring what pupils have learnt  Identification of levels for later work  Reinforcement of learning and pupil motivation | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (5 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Teacher gives direction and instructions of the lesson and work with students | | Students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Revision (15 min)  Revise all the themes of the Units 1-4, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements.  Use the site <http://esource.cambridge.org> to download the tests, audio and audioscripts and answer keys.  Practice (20 min)  Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | | Students make a revision of the units and answer the questions.  Students work on Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | Students make a revision of the units and answer the questions.  Students work on Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | | 1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Ending (5 min)  Teacher work on mistakes and gives feedback | |  |  | |  |  |

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| Module 4 Lesson 13 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | |  | | | | | |
| Objectives according to the Curriculum | | 7.4.1.1 - understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.4.1 - read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a text about the Baikonur Cosmodrome space station.  • match dates to events mentioned in the text.  • talk about great events in the history of space travel.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read and identify the main idea in the text * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Recognize factual details in a given argument related to the topic | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write *Space* on the board. Elicit vocabulary associated with the topic, e.g. *rocket, spacecraft, launch, astronaut, cosmonaut, mission, satellite, space station*.  • Find out if students know who the first man and woman in space were, where the first satellite was launched from, and what the first dog sent into space was called. Don’t confirm students’ answers at this stage. | | Students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Reading (20 min)  1 • Ask students to open their books at page 53. Before students read the text, ask them to describe the photographs.  • Check answers with the class, then ask them what the title of the text refers to. Elicit that the world’s oldest space station is located in the city of Baikonur in the south of Kazakhstan.  • Finally, refer students to the information about the sending of dogs into space. Ask them what they think about this. Whether students think it was right or wrong to send dogs into space, they must give a reason for their view.  • To extend the task, ask students what they know about recent launches at Baikonur. You can also ask them what they know about the latest developments in space tourism.  Digital activity (15 min)  • Ask students to get into small groups to investigate the history of space travel online. They choose one event to describe, e.g. Valentina Tereshkova’s journey into space in 1963, the moon landing of 1969, the Challenger disaster of 1986, the building of the International Space Station, which began in 1998.  • Each group can then make a short presentation to the class.  • Encourage the rest of the class to ask each group questions about their presentation. | | • Students read the text, then match the dates in 1-8 with events referred to in text.  Students work in groups and work online.  Each group can then make a short presentation to the class. | • Students read the text, then match the dates in 1-8 with events referred to in text.  Students work in groups and work online.  Each group can then make a short presentation to the class. | | 1 point for each correct answer  Students evaluate each other | Book, slide  Book, slide, Internet sources |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to research some of the difficulties of spending a long period of time in space. They should consider the following: the claustrophobia of living in such a small space; the limited variety of food and drink; the loneliness caused by being separated from friends and family members. At the beginning of the next lesson, students can discuss what they found out in small  groups or you can talk about it with the class as a whole. | |  |  | |  |  |