**Lesson plan for the 7th Grades**

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| Module 7 Lesson 1 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Extreme weather** |
| Objectives according to the Curriculum | 7.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;7.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings7.2.3.1 - understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn vocabulary for extreme weather conditions.• talk about extreme weather conditions.**Some learners will be able to:** |
| Evaluation criteria | Give feedback to others orallyConvey fantasy ideas including emotions and sensesFigure out the content of a conversation with some support in extended talkProvide 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. Write extreme on the board. Elicit the meaning of the adjective (it means very great as in extreme heat, very serious as in in extreme cases people can die, or very dangerous as in cliff diving is an example of an extreme sport).• Ask students to open their books at page 72.• Ask them to describe the photograph. Alternatively, givestudents 20 seconds to study the photo, then ask them to close their books and say what they remember about it.• Give students a couple of minutes to answer the three questions.• Students can then compare answers in pairs before you check answers with the class.• Tell students that the theme of Unit 7 is extremes. | students respond to greeting and take their places.Students describe the photos and answer the questions | students respond to greeting Students describe the photos and answer the questions |  |  |
| **The middle of the lesson – 35 min** | VocabularyBooks closed. Ask: *What’s the weather like now?*• Revise other basic weather words, e.g. *hot, cold, sunny, rainy.*Listening1 2.12 Ask students to open their books at page 73.• Put students into pairs to do the exercise.• Weaker students can look up the meanings of the words in a dictionary.• Play the recording.• Students listen to it, check their answers to Exercise 1 and repeat the words. Pay particular attention to students’ pronunciation of hail /heɪl/, heat /hiːt/ and lightning /ˈlaɪtnɪŋ/.**Fast finishers**Students can turn to the Vocabulary Bank on page 127 and do the Jog your memory! exercise for Extreme weatherIndividual work2 Ask students to work alone to write sentences about when the weather conditions in Exercise 1 are experienced in their country.• Check answers with the class.**Game**• Play Pictionary using the vocabulary for extreme weather.• See Games Bank on page 28.Listening 3 2.13 Play the recording.• Students listen and write the correct weather words alongside each person and place in the exercise.• Check answers.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 127 and do Exercises 1 and 2 for Extreme weather.Say it right/ɪ/ and /i:/1 2.48 Ask students to turn to page 113.• Play the recording. Students listen and repeat.2 2.49 Ask students to copy the words into their notebooks.• Play the recording for students to listen and choose the option they hear.Examples3 • Read out the example.• Ask students to work in pairs to match the words in the box with either the /ɪ/ and /i:/ sound.4 2.50 Play the recording.• Students listen, check their answers to Exercise 3 and repeat the words.Speaking4 Give students time to make notes about any extreme weather conditions that are experienced in their country.5 Students can use the notes they made in Exercise 4 to help them ask their partner questions. | Students talk about weather and answer the questions using new vocabularyStudents work in pairs and complete listening task Students do vocabulary bank and complete the taskStudents work individually and write the sentences.Students play game in groupsStudents listen to the audio and correct words. Students listen to the audio and choose the correct optionStudents work in pairs and match the words with the sounds. Students ask and answer the questions about weather.  | Students talk about weather and answer the questions using new vocabulary Students work in pairs and complete listening taskStudents do vocabulary bank and complete the taskStudents work individually and write the sentences.Students play game in groupsStudents listen to the audio and correct words.Students listen to the audio and choose the correct optionStudents work in pairs and match the words with the sounds.Students ask and answer the questions about weather. | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer. 1 point for each correct answer | SlideBook, slide, audioBook, slideBook, slideBook, audioBook, audioBook, audioBook, slide |
| **The end of the lesson – 5 min** | Homework Set Exercises 1, 2, 3, 4 and 5 on page 55 of the Workbook for homework. |  |  |  |  |

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| Module 7 Lesson 2 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Hurricane Katrina** |
| Objectives according to the Curriculum | 7.1.6.1- organize and present information clearly to others;7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics7.4.2.1- understand specific information and detail in texts on a range of familiar 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 New Orleans.• learn words from the text.• talk about protection from natural disasters.**Some learners will be able to:** |
| Evaluation criteria | Demonstrate an ability to organize and express ideas clearlyApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentencesIdentify details in a text with little supportFigure 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 what a hurricane is?• Elicit or tell students it is an extremely large, powerful and destructive storm with very strong winds that occurs especially in the western part of the Atlantic Ocean.• Write the definition on the board. | students respond to greeting and take their places.Students answer the questions and guess the topic of the lesson.  | students respond to greeting Students answer the questions and guess the topic of the lesson.  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • Ask students to open their books at page 74 and look at the photos.• Read out the two questions and then put students into pairs to answer them. Ask a few students to report back to the class on their ideas, but do not confirm their ideas yet.Reading (5 min)2 • Tell students they are going to read an article about New Orleans and the hurricane that affected it in 2005.• Check their answers to Exercise 1.Practice (10 min)3 • Give students a minute to read through questions 1-6.• Check understanding of high winds, residents, destructive and task.• Ask students to read the article again. Allow weaker students to use dictionaries to check meaning of new words from the text.• Put students into pairs to answer the questions about the article. Check answers with the class.• Read out the information in the FACT! box and then ask students if they can remember the names of any other hurricanes, e.g. Sandy, Ike, Dolly.• Ask them to find out the other four names that were retired with Katrina in 2005. This can be set for homework.(Hurricanes Dennis, Rita, Stan and Wilma.)Explore words in context (5 min)4 • Refer students to the words and phrases in the box and then ask students to find and highlight them in the text.• To help weaker students, do the first one as an example. Guide students to the word outdoors (it’s in the third sentence in the first paragraph) and then elicit the correct definition to match that adverb with (definition 2).• Students can then work in pairs to match the other words and definitions, using the context in the text to help them. Pair stronger students with weaker students to do this task.• Check answers with the class.Your turn (5 min)5 • Read out the question and the examples.• Ask students to think about the question and think of two more ways people and places can be protected from natural disasters like hurricanes. Monitor and help where necessary.Pair work (5 min)6 • Put students into pairs to compare their ideas.• Ask three or four pairs to report back on their ideas to the class. | Students work in pairs and answer the questions Students read the article and answer the questionsStudents read the questions and answer them. Then they complete the sentences.Students make notes and match the words. Students read the questions and answer them. Students work in pairs and compare ideas with each other.  | Students work in pairs and answer the questionsStudents read the article and answer the questionsStudents read the questions and answer them. Then they complete the sentences. Weaker students may use dictionaries Students make notes and match the words.Students read the questions and answer them.Students work in pairs and compare ideas with each other. | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, slideBookBook, slideBook, slideBook, slideSlide |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3, 4 and 5 on page 59 of the Workbook for homework. |  |  |  |  |

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| Module 7 Lesson 3 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Language focus 1 Past simple passive** |
| Objectives according to the Curriculum | 7.3.4.1- respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics;7.3.5.1- keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;7.2.3.1 - understand with some support most of the detail of an argument in extended 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:**• learn the past simple passive.• learn past simple passive question forms.• write general knowledge quiz questions.**Some learners will be able to:** |
| Evaluation criteria | Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility Demonstrate the ability to participate in a conversation Figure out the content of a conversation with some support in extended 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. Write on the board: Millions of tweets are sent every day.• Ask students to put the sentence into the past (Millions of tweets were sent every day). Explain that the past simple passive is formed by using was/were rather than is/am/are. | students respond to greeting and take their places.Students make sentences in past form.  | students respond to greeting Students make sentences in past form.  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • Ask students to open their books at page 75.• Tell students that the gapped sentences are from the text on page 74.• Ask students to look back at the text and then copy and complete the sentences.• Check answers.• For further information and additional exercises, students can turn to page 119 of the Grammar reference section.Pair work (5 min)2 • Students can work in pairs to complete the sentences using the verbs in brackets in the past simple passive form.• Check answers with the class.Grammar practice (5 min)3 • Put students into pairs.• Remind students that by is used when the focus is on what happens to the subject of an active sentence. This then becomes the object of the passive sentence.• Write on the board. The storm destroyed the town. Elicit the subject, verb and object and point out this is an active sentence. (Subject: the storm, Verb: destroyed, Object: the town.) • Ask students to turn this active sentence into the passive and write it on the board: The town was destroyed by the storm.• Ask students to rewrite the sentences.• Check answers.Practice (5 min)4 • Tell students that the gapped sentences are from the text on page 74.• Ask students to look back at the text and complete the sentences.• Check answers.• For further information and additional exercises, students can turn to page 119 of the Grammar reference section.Pair work (5 min)2.14 Put students into pairs and ask them to completethe conversation using the correct form of the past simple passive. To support weaker students, complete the first two gaps as an example.• Play the recording for students to check their answers.Quiz (5 min)6 • Ask students to work in small groups to write five general knowledge quiz questions.• You could guide weaker students through this by suggesting to them some verbs that they could use to write their past passive questions, e.g. *invent, create, produce, make, find, record, discover.* Students can use their smartphones to do research online. 7 • Put students into pairs to ask and answer the questions they wrote in Exercise 6.• Monitor while students do this task. Make sure they give full answers.VIDEO (5 min)You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.7.1 The long winterYou can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson. | Students copy and complete the sentences. Students work in pairs and complete the sentences using the verbs in brackets. Students work in pairs and practice grammar. Students complete the sentences and use grammar section Students work in pairs and complete the conversation. Then they listen to the recording and check their answers. Students do the quiz and answer the questions Students watch the video and complete the task.  | Students copy and complete the sentences.Students work in pairs and complete the sentences using the verbs in brackets.Students work in pairs and practice grammar.Students complete the sentences and use grammar sectionStudents work in pairs and complete the conversation. Then they listen to the recording and check their answers.Students do the quiz and answer the questionsStudents watch the video and complete the task. | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer 1 point for each correct answer | Book, slideBook, slideBook, slideBook, grammar reference section Book, audioBook, slideVideo |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 56 of the Workbook for homework. |  |  |  |  |

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| Module 7 Lesson 4 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Survival essentials. A conversation**  |
| Objectives according to the Curriculum | 7.1.6.1- organize and present information clearly to others;7.2.4.1 - understand with little support some of the implied meaning 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 topics7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn words for equipment essential for survival.• listen to people discussing a news story.• talk about the equipment needed in difficult situations.**Some learners will be able to:** |
| Evaluation criteria | Demonstrate an ability to organize and express ideas clearlyRecognize the content of an extended conversation using some supporting informationIdentify the position of speakers in an extended talk with some supportApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences |
| 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. Teach the meaning of survive (to remain alive after difficulty, e.g. We survived the earthquake). | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 2.15 Ask students to open their books at page 76.• Students work in pairs to match the objects with the words and phrases.• Play the recording for students to listen, check their answers and repeat the words and phrases.Pair work (5 min)• Put students into pairs (A and B).• Students take it in turns to define word or phrases from Exercise 1 for their partner to guess, e.g. you sleep in this.Vocabulary bank (5 min)2 • Read out the two questions.• Put students into pairs to ask and answer them.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 127 and do the exercises for Survival essentialsA conversation (5 min)3 • Read out the questions. Check that students understand dangers (things that can cause problems) and landscape (an area of countryside).• Ask students to look at the photo and answer the questions in pairs.• Ask one or two pairs to share their answers with the classListening (5 min)4 2.16 Write the outback on the board. Explain that this is an enormous dry area in the middle of Australia.• Tell students they are going to listen to a story about a boy lost in the outback.• Play the recording.• Students listen and decide if the ending is a happy or a sad oneListening (5 min)5 2.16 Read out the questions.• Play the recording again.• Check answers with the class.Your turn (5 min)6 • Read out the information.• Put students into pairs to do the exercise. | Students work in pairs and match the objects with words and phrases. Students work in pairs and guess the words/phrases Students work in pairs and answer the questions. Students look at the photo and answer the questions. Students do listening task and discuss the endingStudents do listening and answer the questions Students work in pairs and do the exercises.  | Students work in pairs and match the objects with words and phrases.Students work in pairs and guess the words/phrasesStudents work in pairs and answer the questions.Students look at the photo and answer the questions.Students do listening task and discuss the endingStudents do listening and answer the questionsStudents work in pairs and do the exercises. | 1 point for each correct answer 1 point for each correct answer1 point for each correct answer1 point for each correct answerTeacher evaluates and guides students1 point for each correct answer 1 point for each correct answer  | Book, audioBook, dictionariesBook Book, slideBook, slide, audioBook, audio |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 57 of the Workbook for homework. |  |  |  |  |

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| Module 7 Lesson 5 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Language focus 2 Past simple vs Past continuous** |
| Objectives according to the Curriculum | 7.3.4.1- respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics;7.3.5.1- keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn about how the past simple and past continuous are used together.• ask and answer questions about what they were doing yesterday at different times.**Some learners will be able to:** |
| Evaluation criteria | Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility Demonstrate the ability to participate in a conversation  |
| 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 following sentence on the board:We are playing football in the park when it starts to rain.• Ask students if they can put the underlined verbs into the past.• Elicit *were playing* and *started*. | students respond to greeting and take their places.Students practice past simple.  | students respond to greeting Students practice past simple.  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • Ask students to open their books at page 77.• Tell students that the example sentences are from the listening on page 76.• Give out photocopies of the audio script from page 76, which students can use to help them complete the sentences.• Check answers.• Put students into pairs to complete the rules about the past tenses.• For further information and additional exercises, students can turn to page 119 of the Grammar reference section.Group work (5 min)2 • Read out the example.• Put students into small groups to complete the sentences.Tell weaker students that both tenses are needed in each sentence.Practice (5 min)3 • Ask students to work alone to write sentences with when and/or while.Reading (5 min)4. 2.17 Elicit or teach the meaning of canyon (a deep valley with steep sides which often has a river flowing through it) and cave (a large hole in the side of a mountain or underground).• Give students a minute to read the text and then ask: What happened to the two teenagers? (They got lost when they were on a trip).• Ask students to work in pairs or small groups to complete the text with the correct forms (past simple or past continuous) of the verbs in brackets.• Play the recording for students to listen and check their answers.Your turn (5 min)5 • Read out the example question. Elicit a further example from the class using the words from the boxes to check students’ understanding of the exercise.• Put students into pairs and give them a few minutes to write the remaining questions. Monitor and help as necessary.Practice (5 min)6 • Put students into pairs to ask and answer the questions they wrote in Exercise 4.• Ask a few students to report back to the class on what their partner said.Group work (5 min)• Put students into groups.• Give each group a series of connected verbs (e.g. play, win, lose, draw, celebrate) and then give them a theme, e.g. sport, films, music.• Each group must use their verbs to tell a story connected to theme you have given them.• Each story must contain verbs in the past simple and past continuous.• Give students about ten minutes to write their stories. Monitor and help with vocabulary.• One member from each group can read their story to the class. | Students work in pairs and do the tasks.Students work in groups and complete the sentences. Students write the sentences and check with a teacherStudents read the text and answer the questions. Students work in pairs and answer the questions. Students work in pairs and answer the questions. Students work in groups and tell the story  | Students work in pairs and do the tasks.Students work in groups and complete the sentences. Students write the sentences and check with a teacherStudents read the text and answer the questions. Students work in pairs and answer the questions.Students work in pairs and answer the questions.Students work in groups and tell the story | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answerTeacher evaluates and guides students | Book, slideBook, slideBook, slideBook, slideBookBookBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3, and 4 on page 58 of the Workbook for homework. |  |  |  |  |

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| Module 7 Lesson 6 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **People of the mangrove jungle** |
| 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 topics7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• watch a video about life in the mangrove jungle in India.• talk about parts of their country similar to the area shown in the video.**Some learners will be able to:** |
| Evaluation criteria | Recognize detailed information in a short conversation with some supportFigure out the content of a conversation with some support in extended talkApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences |
| 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) • Write jungle on the board. Ask students to define the word (a jungle is an area thick with forest and plants, typically in tropical areas). | 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 78.• Refer them to the photos of the jungles. Elicit differences between the jungles.Group work (5 min)2 • Put students into small groups to discuss the question.• Ask a student from each group to tell the class that group’s ideas.Video (10 min)3 7.2 Give students time to read through sentences 1–5.• Play the first half of the video for students to complete the exercise.• Give weaker students a copy of the script to read as they watch.4 7.2 Give students time to read through the sentences.• Play the second half of the video for students to order the information.• Check answers.Pair work (10 min)5. 7.2 Ask students to look at the questions in Exercises 1 and 2 again.• Play the recording.• Put students into pairs and ask them to say whether the answers they gave are still the same having watched the video.6 • Read out the four sentences.• Put students into pairs to correct the mistakes in each of the sentences.7. 7.2 Play the video again for students to check theiranswers to Exercise 6.Practice (5 min)8 • Students choose which summary they think best describes the video.• They can compare answers in pairs before you check answers with the class. | Students tell the differences between the jungles. Students work in groups and discuss the questions. Students watch the video and order the informationStudents answer the questions and listen to the audio.Students choose the answers and compare with their group-mates | Students tell the differences between the jungles.Students work in groups and discuss the questions. Students watch the video and order the informationStudents answer the questions and listen to the audio.Students choose the answers and compare with their group-mates | Students evaluate each other 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer | BookBook, slideVideo, bookBook, audioBook, slide |
| **The end of the lesson – 5 min** | Your turn (5 min)9 • Put students into pairs to ask and answer the questions.• Ask a few students to report back to the class on their answers their partner gave. |  |  |  |  |

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| Module 7 Lesson 7 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **The remotest inhabited island on Earth**  |
| Objectives according to the Curriculum | 7.1.8.1- develop intercultural awareness through reading and discussion 7.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.6.6.1 - use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves 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 island of Tristan da Cunha.• learn prepositional phrases.• compare life on Tristan da Cunha to life on other islands**Some learners will be able to:** |
| Evaluation criteria | Raise awareness about cultural diversity through reading and discussionRecognize factual details in a given argument related to the topicFigure out the content of a short text with some supportDifferentiate between possessive and reflexive pronouns including *mine, yours, ours, theirs, hers, his, myself, yourself, themselves* |
| 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 as many islands as they can. Accept answers in L1.• Write the names of the islands on the board and ask students to say which of the islands is the remotest (i.e. the furthest away from other countries and people). | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Listening (5 min)2. 1.14 Read out the title of the article and check understanding of inhabited (meaning people live there).• Play the recording.Students listen, read and answer the questions• Hold a class vote to find out who in the class would like to live on Tristan da Cunha.Reading (10 min)3 • Go through the information and make sure students understand it.• Give students time to read the text again. Ask students to work alone to complete the information.• You could turn this into a competition by asking students to say Finished! when they have found all the information. The first student to finish having identified all the information correctly is the winner.• Students can compare answers in pairs before you check answers with the class.Explore prepositional phrases (10 min)4. • Explain that some phrases require prepositions and that it is a good idea to learn entire phrases rather than focus only on individual words.• Read out the example.• Put students into pairs to complete the rest of the phrases using the article to help them.• Check answers.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 127 and complete exercises for Explore prepositional phrases.Your turn (10 min)5 • Before students do this exercise, refer them back to the islands discussed in the warm-up and check what the class knows about them. Students could also research information about some islands on the Internet.• Put students into pairs to compare an island of their choice with the island of Tristan da Cunha. | Students listen to the recording and answer the questions. Students read the text and complete the information. Students read the examples and work in pairs. They complete the phrases and check with each other. Students research the information using the internet.  | Students listen to the recording and answer the questions.Students read the text and complete the information.Students read the examples and work in pairs. They complete the phrases and check with each other.Students research the information using the internet. | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer  | Book, audioBook, slideBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 5 on page 58 of the Workbook for homework.You can also ask students to find out more about the island of Tristan da Cunha by looking at the website: http://www.tristandc.com/. Students can share anything interesting that they find out about the island with a partner at the beginning of the next lesson.You could also ask students to imagine what daily life would be like on Tristan da Cunha. Using the information in the article and anything else they can find out on the island’s website, ask students to write a short description of life on the island. |  |  |  |  |

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| Module 7 Lesson 8 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Giving your opinion**  |
| Objectives according to the Curriculum | 7.2.4.1 - understand with little support some of the implied meaning 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;7.3.4.1- Respond with some flexibility at both sentence and discourse level to unexpected comments 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 teenagers taking about whether they prefer towns and cities or the countryside.• listen to two people talking about life in towns and villages.• practise giving their opinion.**Some learners will be able to:** |
| Evaluation criteria | Recognize the content of an extended conversation using some supporting informationIdentify the position of speakers in an extended talk with some supportProvide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility |
| 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. On the board write: Cities are fantastic. Ask students whether the sentence is a fact or an opinion.Elicit that it’s an opinion.• Check that students understand that an opinion is a thought or a belief about something, not necessarily based on fact or knowledge. | students respond to greeting and take their places.Students read the sentences and answer them.  | students respond to greeting Students read the sentences and answer them.  |  |  |
| **The middle of the lesson – 35 min** | **Real talk (10 min)** Which do you prefer – towns and cities or the countryside?1. 1.3 Ask students to open their books at page 80.• Tell students they are going to watch some teenagers answering the following question:Which do you prefer – towns and cities or the countryside?• Read out the questions in Exercise 1 and then play theVIDEO. (5 min)• Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.Pair work (5 min)2. Put students into pairs to ask and answer the question.Encourage them to ask additional questions, e.g. What do you like about life in big cities?• Ask some students to report back to the class on what their partner said.Listening (5 min)3. 1.15 Tell students they are going to listen to Kate and Mark talking about living in towns and villages.• Refer students to the question.• Play the recording and check answers.Practice (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. 1.15 Play the recording for students to check their answers to Exercise 4.Pair work (5 min)6 Students work in pairs to act out the conversation in Exercise 4.• Students act out the conversation twice, taking a different part each time.7 • Put students into pairs to practise their conversations.• Monitor while students are practising their conversations. Check that they are using the phrases from the Useful language box. | Students introduce the topic and answer the questions.Students watch the video and answer the questions. Students work in pairs and answer the questions. Students listen to the audio and answer the questions Students complete the conversation and check the task. Students try to complete the gaps in the conversation without looking at the phrases in the box.Students act out the conversation in pairs | Students introduce the topic and answer the questions.Students watch the video and answer the questions. Students work in pairs and answer the questions.Students listen to the audio and answer the questionsStudents complete the conversation and check the taskStudents act out the conversation in pairs | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answerStudents evaluate each other  | BookBook, videoBook, slideBook, audioBook, slide |
| **The end of the lesson – 5 min** | Pair work (5 min)• Put students into pairs. Give each pair statements to discuss, e.g. the countryside is boring, there are too many people in big cities.• Students record themselves giving their opinions using their smartphones.• Students watch or listen back to what they recorded and analyse their performance. | Students work in pairs and complete the tasks | Students work in pairs and complete the tasks | 1 point for each correct answer  |  |

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| Module 7 Lesson 9 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **An e-mail to a friend**  |
| Objectives according to the Curriculum | 7.1.6.1- organize and present information clearly to others;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; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read an email about a small town in Norway.• learn phrases to open and close an email.• write an email describing where they live.**Some learners will be able to:** |
| Evaluation criteria | Demonstrate an ability to organize and express ideas clearlyIdentify details in a text with little supportPlan, write, edit and proofread e-mails 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 have any pen friends? Where do they live? How did you meet them?• Put students into pairs to ask and answer the questions. | 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 81, look at the photos, read Artur’s email and say where Artur lives.• Check the answer.Reading (5 min)2 • Give students time to read Artur’s email again.• Ask students to work in pairs to order the information in the list in Exercise 2 according to how it appears in Artur’s email.• Check answers.Useful language box (5 min)3 • Tell students that the phrases in the box are all used in emails.• Ask students to work alone to complete the Useful language section with the phrases in the box.• Students can compare answers in pairs before you checkPractice (5 min)• Put students into pairs and ask them to look at the website for the town of Tromsøhttp://www.visittromso.no/en/• Using the website to help them, students plan a weekend in and around the town.• Students talk about their plans using be going to, e.g. On Saturday afternoon, we’re going to go on the cable car.Get writing (15 min)PLAN4 • 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 email to Artur describing where they live.• Refer students back to the example email in Exercise 1 and the order of information in Exercise 2. Students should use this information when working alone to plan the content of their emails.WRITE5 • Tell students to use Artur’s email as a model to follow and encourage them to write at least 100 words. Also encourage them to add extra information to their own emails, e.g. interesting facts about where you live, famous people who come from there.• Give students ten minutes to complete the writing task. Monitor while students are writing. Help with grammar and vocabulary as necessary.• Encourage students to produce at least two drafts of their emails. If students are doing this at home, ask them to write their emails on their computers rather than intheir notebooks as it will allow them to change the text more easily.CHECK6 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.• Give students a few minutes to look through their email and check them against the points here.• Collect students’ descriptions and mark them. Use students’ written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not mention who made the mistake). Also remember to share good sentences from students’ work with the rest of the class. | Students work with photos and answer the questionsStudents read an email and order the information Students complete Useful language box and compare answers. Students read and plan the weekends.Students practice writing skills and complete the tasks  | Students work with photos and answer the questionsStudents read an email and order the informationStudents complete Useful language box and compare answers.Students read and plan the weekends.Students practice writing skills and complete the tasks | 1 point for each correct answer. 1 point for each correct answer. 1 point for each correct answer.Students evaluate each otherTeacher evaluates and guides students | Book, slideBook, slideBook, slide, internet resources Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 60 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 62 of the Workbook for homework. Students can also read this description of the city of Liverpool and do the accompanying exercises: http://learnenglishteens.britishcouncil.org/skills/readingskills-practice/my-city |  |  |  |  |

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| Module 7 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 |  |
| 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) The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?* | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (20 min)Revise all the themes of the Units 5-7, answer the students’ questions.Explain how to work on the tasks, time limits and requirements.Practice (15 min)Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tests are downloaded separately. | Students revise all the topics and answer the questions. Students work on skills and check the answers.  | Students revise all the topics and answer the questions.Students work on skills and check the answers. | 1 point for each correct answer1 point for each correct answer | Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to write a summary on the any topic.  |  |  |  |  |

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| Module 7 Lesson 11 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **CLIL. Global warming**  |
| 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 topics7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• listen to and read about global warming.• make a list of things they can do to reduce CO2 emissions at home.**Some learners will be able to:** |
| Evaluation criteria | Recognize detailed information in a short conversation with some supportFigure out the content of a conversation with some support in extended talkApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences |
| 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) • Write the following on the board \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ .Ask students to call out letters in turn until the phrase *global warming* is spelt out.• Ask: *What is global warming?* Given the coverage of this subject in the media, students are likely to be able to offer detailed responses to this question. Elicit their answers and write them on the board. Students may only be able to express themselves fully on this topic in L1, but encourage and help them to express their ideas simply in English. | 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 82.• Focus on the photograph of the greenhouse, read out the questions and then put students into pairs to ask and answer them.• Pair stronger students with weaker students to do Exercises 1 and 2.Pair work (5 min)2 • Ask students to stay in the same pairs to match answers A–D to the questions in Exercise 1.• Provide dictionaries for students to use to do this exercise. Encourage students to use their smartphones to look up the pronunciation of any new words or phrases.Listening (5 min)3. 2.19 Play the recording for students to check their answers to Exercise 2.Reading (10 min)4 • Focus on the diagram.• Read out the different stages of the greenhouse effect that it shows.• Ask students to work alone to complete the diagram about the greenhouse effect with the information in Exercise 2.• Monitor to check students complete the diagram correctlyPair work (10 min)5 • Put students into pairs to make a list of the problems that global warming causes.• Students can do research online using their smartphones.• Collect students’ ideas as a class.6 Ask students to read the text to check their answers to Exercise 5. | Students answer the questions and check.Students work in pairs and match the answers. Students listen to the recording and check the answers. Students read and complete the diagram. Students work in pairs and do research.  | Students answer the questions and check.Students work in pairs and match the answers.Students listen to the recording and check the answers. Students read and complete the diagram.Students work in pairs and do research. | 1 point for each correct answer1 point for each correct answer1 point for each correct answer. 1 point for each correct answer.1 point for each correct answer. | BookBook, slide, dictionariesBook, slide, audioBook, slideBook, slide, internet resources  |
| **The end of the lesson – 5 min** | Homework (5 min)Students prepare a poster on the topic.  |  |  |  |  |

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| Module 7 Lesson 12 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **The South Pole by car** |
| Objectives according to the Curriculum | 7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;7.4.7.1 - recognize typical features at word, sentence and text level in a range of written genres7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics;7.3.8.1- recount some extended stories and events 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 exploring the South Pole by car.• answer comprehension questions about the article.• talk about the remotest places on Earth.**Some learners will be able to:** |
| Evaluation criteria | Identify details in a text with little supportIdentify the correct form of a word, appropriate sentence structure and text layoutApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences Retell extended stories and episodes on a given 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) • Write the *South Pole* on the board.• Elicit anything students know about the South Pole and write it on the board, e.g. its location in the continent of Antarctica in the southern hemisphere; the fact that it is on the opposite side of the Earth to the North Pole. | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (15 min)1 • Check students’ understanding of the following vocabulary: *brave, plant a flag, plains, trial run* (a common phrase meaning to do something as a test to see whether or not it works), *overland, fatal, radar, scan*.• Ask students to work alone to read the text.• Students look back at the text to find the answers to the questions. They could do this individually or in pairs.• Help weaker students by showing them how to scan a text to find key words. Scanning refers to reading a text quickly to find specific information in it. For example, to find the answer to Question 1, students need to scan the text to find reference to 1911. If they can’t find a direct reference, they need to search for another phrase in the text which is connected to that year. It, and the answer to question, can be found at the beginning of the second paragraph: `December 2011 was exactly 100 years after the first explorers reached the South Pole ...’.• After you have checked the answers to the exercise, you can extend the task by asking additional questions to test comprehension. For example: *How do scientists normally travel to the South Pole? (By plane.) What can the temperature drop to in Antarctica? (-89°C) How many people were in the team that reached the South Pole by car? (8) How many kilometres did they travel? (2,300, or 4,600 there and back)*Digital activity (20 min)• In small groups of three, students go online to research the remotest inhabited places on Earth.• Each group should choose one location to make notes on. They should find out the following: what it’s called, where it is, what its weather is like, how the people who live there survive and what they need to survive.• Each group can give a short presentation to the class, then students can decide which of the places they would be most interested in visiting and why. | Students practice the tasks and check with each other. Students work in groups and do online research.  | Students practice the tasks and check with each other.Students work in groups and do online research. | 1 point for each correct answer Students evaluate each other | Book |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, students can research The Amundsen-Scott South Pole Scientific Station. They should find out the following information: when it was set up, how many people work there, what work is done there. At the beginning of the next lesson, students can share what they find out with the class. |  |  |  |  |