Bridge to Success

Teacher Guide

7

London Bridge, England

Bridge to Success

Teacher's Guide

7

Chris Barker and Libby Mitchell

"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.
We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

دلالات ألوان عــلـم
دولة الإمارات العربيّة المتّحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفيّ الدّين الحلّي:

بيضٌ صَنائِعُنا خُضْرٌ مَرابِعُنا

سودٌ وَقائِعُنا حُمْرٌ مَواضينا

يرمز إلى النّماء والازدهار والبيئة الخضراء، والنّهضة الحضاريّة في الدّولة.

يرمز إلى عمل الخير والعطاء، ومنهج الدّولة لدعم الأمن والسلام في العالم.

يرمز إلى تضحيات الجيل السابق لتأسيس الاتّحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.

يرمز إلى قوّة أبناء الدّولة ومنعتهم وشدّتهم، ورفض الظلم والتّطرّف.

رؤية دولة الإمارات العربية المتحدة 2021

2. متحدون في المصير
- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدّولية.

1. متحدون في المسؤولية
- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعية القويّة والحيويّة.
- ثقافة غنيّة ونابضة.

4. متحدون في الرخاء
- حياة صحيّة مديدة.
- نظام تعليميّ من الطراز الأول.
- أسلوب حياة متكامِل.
- حماية البيئة.

3. متحدون في المعرفة
- الطاقات الكامنة لرأس المال البشريّ المواطن.
- اقتصاد متنوّع مستدام.
- اقتصاد معرفيّ عالي الإنتاجية.

Contents

Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 **Meeting and greeting** **Pages 6–22**	Customs of meeting and greeting; special greetings and social expressions (*Have a good weekend*) **Reading:** Greetings in different countries. Gift giving on special occasions. A quiz: *Are you a good guest?* A dialogue: greetings, invitations, giving advice, asking permission. An informal letter. An article about living abroad.	**Listening:** Formal and informal conversations: meeting and greeting. Greetings in different countries. A visit to stay with family in London **Speaking:** Formal and informal greetings Role-play: formal and informal conversations. Entertaining guests: inviting, accepting invitations, arranging, refusing invitations. Giving and receiving gifts. Common social expressions Travelling and living abroad. Intonation in questions.	Modals: *should, can, could, may* Question tags: *isn't it? aren't you?*	greetings, gestures, common social expressions, language of letters and magazine articles.	Complete a formal dialogue. Write an informal dialogue. Write a letter about a trip. Summarise information in an article. Write a formal and an informal note.
Review **Project**	Review of Unit 1 A letter giving/asking for advice. A magazine article.				
Unit 2 **Personal identity** **Pages 23–40**	Life at school; describing someone in your family; family history. **Reading:** A blog about middle school. A conversation about favourite school subjects. Reading about family history. A profile of a family member. A conversation about family relationships. A story: *A bundle of sticks.* A letter and an email between family members.	**Listening:** A survey about school. Someone talking about their family. **Speaking:** Comparing primary and middle school. A class survey. A quiz about family.	The present perfect simple for situations continuing up to now; apostrophes *'s* and *s'*	Family members and ancestors, personality adjectives	Write about your school. A profile of a family member. Write about the oldest person in your family. Write about family relationships. Create a poster: *Unity is strength.*
Review **Project**	Review of Unit 2 A report for a school magazine. A biography of a person in your family.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 3 **Clothing and accessories** **Pages 41–57**	Clothes and fashion; the clothes and accessories of the ancient Egyptians; an advert for an accessory Reading: An email about clothing in the UAE. Two people's opinions of clothes and fashion. Accessories and clothing in ancient Egypt. Kolts: traditional Sami clothing. Adverts for clothes and accessories. The history of advertising.	Listening: The history of the -shirt. A person talking about accessories and jewellery. Boys talking about national costumes at an international party. Quiz: clothing around the world. Adverts for accessories and clothing. A woman talking about advertising. Speaking: Discussing T-shirts and clothes. Discussing attitudes to clothes and fashion. Quiz: clothing around the world. Describing a product.	Phrasal verbs; present passive, including modals with passives (*it can be worn*) Adjectives; position and different endings.	Clothes and accessories. Materials that clothes and accessories are made of.	Write a reply to an email from a pen friend. Write a paragraph about an item of clothing from the UAE. Write a paragraph about your attitude to clothes and fashion.
Review **Project**	Review Unit 3 A presentation about a product.				
Unit 4 **Outdoor pursuits** **Pages 58–75**	Outdoor sports and activities in New Zealand; activity holidays; school trips Reading: Outdoor activities in New Zealand. Emails about a trip to New Zealand. Emails about visiting the UAE. A description of a heroic adventure. A poem about camping.	Listening: A girl talking about New Zealand. A conversation about a trip to New Zealand. People talking about future plans. A radio interview about a heroic adventure. A conversation about a school trip. Speaking: Describing outdoor activities. Role-play about holiday plans. Talking about future plans. Brainstorming ideas for an activity centre.	The present perfect with *ever*; expressing the future; *-ing* forms as subjects.	Outdoor activities, Outdoor survival, adventure and equipment.	Writing about holiday plans. Writing an email to a friend visiting the UAE. Complete a blogpost about a heroic adventure. Write a paragraph for an activity centre brochure.
Review **Project**	Review Unit 4 A presentation; a great expedition.				
Unit 5 **Transport systems** **Pages 76–93**	Transport systems around the world; the history of transport; road signs and road safety Reading: Public transport systems around the world. A conversation about buses. A brief history of public transport. A newspaper article about solar-powered buses. An email about solar buses to a newspaper editor.	Listening: The first hot air balloon flights. A school council discussion about getting to and from school. A conversation about future plans. An interview with a boy and a girl about a new cycle path. Speaking: Discussing public transport in the UAE. Role-play a dialogue about future plans. Role-play a discussion for and against solar buses.	Past simple passive; *wish (that)* + past simple. May and might	Forms of transport, Public transport, Green transport, the environment, adjectives to describe public transport	A paragraph about transport in the UAE. A dialogue about the advantages and disadvantages of a form of public transport. Writing a description of the first hot air balloon flights. A wish list: places to visit and how to get there. Opinions about having a longer school day.
Review **Project**	Review Unit 5 Literacy project: A presentation; getting to and from school.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 **Using maps** **Pages 94–113**	Different kinds of maps; conversations about directions; exploration. **Reading:** Directions based on a map. A text about favourite places in a city. Metro systems around the world. How to read and understand maps. Advice on improving your sense of direction. Description of a guided tour. A story about a lucky escape. Short biographies of famous explorers. Article about the Emirates Space Mission.	**Listening:** A conversation about places in a city. A phone conversation about a metro journey. Conversations about people's sense of direction. A radio report of a lucky escape. **Speaking:** Talking about a busy day. Describing favourite places. Talking about how to get to places in a city. Talking about your sense of direction. Giving opinions that compare two things. Discussing libraries. Talking about famous explorers. Discussing the importance of maps. Discussing questions about space and science.	Infinitive of purpose. Prepositions of place and direction. Prepositions related to travel. Comparative adjectives. Past continuous. Ways of expressing agreement and disagreement.	Buildings and places in a town or city. Places on a map. Useful telephone expressions. Geographical features on maps. Road signs. Vocabulary of guided tours. Sections in a library. The language of exploration. Vocabulary from a folktale.	Writing answers to survey questions about favourite places. Making notes on a metro journey. Completing questions comparing two things. Completing and answering quiz questions about explorers. Making notes for a project presentation. Taking notes from group presentations. Writing a story about a journey.
Review **Project**	Review of Unit 6 Literacy project: Themes in fiction Reading a folktale from One Thousand and One Nights, then finding another story about a journey. A presentation about a story.				
Unit 7 **Health, food and exercise** **Pages 114–130**	A balanced diet; getting enough exercise and sleep; the diet and training of Kenyan long-distance runners. **Reading:** Information about food groups. Information about vegetarians. A leaflet about healthy lifestyles. A dialogue discussing snack foods. A leaflet about what the brain needs. An article about dehydration. An article about types of drinks. An article about Kenyan long-distance runners.	**Listening:** An interview with a nutritionist about food. An interview with a scientist about energy. **Speaking:** Discussing with partner about food groups. Asking and answering questions about staying healthy. Asking and answering questions about what the brain needs. Discussion about healthy drink options. Plan a healthy menu. Discussion about exercise.	Quantifiers with countable and uncountable nouns (a few… a little…). Adjectives and adverbs. Positions of adverbs of frequency.	Food groups. Types of food. Types of drinks. Sports and exercise.	Writing a menu for a vegetarian friend. Designing a poster to encourage people to drink more water. Writing questions to match answers. Writing a letter to persuade someone to take part in sports.
Review **Project**	Review of Unit 7 A presentation about a long-distance runner. Or A presentation comparing food labels.				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 **All living things** **Pages 131–148**	Animal groups and characteristics; protecting wildlife; the world of the polar bear. **Reading:** Facts about animals. Facts about birds. What is climate change? A quiz about environmental issues. Information about polar bears. An extract from *War Horse.*	**Listening:** Information about animals. Conversations about books and plays. **Speaking:** Discuss recycling habits. Asking and answering questions about polar bears. Discussing ideas about a reading text.	So does he. So have I. Relative clauses with *which* as the subject pronoun. *Could* for possibility and suggestion.	Animal characteristics. Climate change. Vocabulary about horses.	Questions about animals. Writing about a character from a novel. Designing a theatre poster.
Review **Project**	Review of Unit 8 Designing a fact file about animals.				
Unit 9 **World records** **Pages 149–166**	Olympic and Paralympic Games. World records. Sporting events. Athletic abilities. **Reading:** Illustrated history of the ancient Olympics. Spectators' comments on the Paralympics. A world records quiz. Athletic animals. A biography of an athlete.	**Listening:** A profile of a Paralympic athlete. Listen to a conversation about a sporting event. Listen to a conversation about athletic abilities. **Speaking:** Talking about the similarities and differences between the ancient Olympics and the modern Olympics. Describing a sporting event. Asking and answering questions about an athlete. Taking part in a world records quiz. Talking about what you are capable of doing. Organising a school sports day.	Review of past simple. Pronouns everyone, anyone, no-one, everything, anything, nothing. Comparatives and superlatives of adverbs.	Words relating to the ancient and modern Olympic and Paralympic Games. Words relating to sporting events, world records and athletic abilities.	Writing a summary of a text about the ancient Olympics. Writing a description of an Olympic sport. Writing an account giving your impressions of a sporting event.
Review **Project**	Review of Unit 9 Present a biography of an athlete.				

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

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 12 **Climate** **and the** **environment** **Pages 202–219**	Weather conditions; extreme weather and global warming; a zero-carbon city. **Reading:** Weather in the UAE. Extreme weather and global warming. Storm chasers. A weather forecast. Renewable energy. Eco-buildings. An eco-school. Eco-cities.	**Listening:** Conversations about types of weather. Thunder and lightning. A weather forecast. **Speaking:** Discussing weather-related preferences and activities. Present a weather forecast. Discussing extreme weather. Discussing renewable energy. Discussing eco-buildings. Imagining life in an eco-city. A role play about buying a house in an eco-city. Ways to stop global warming.	The present simple active and passive.	Types of weather and forecast symbols. Weather-related words. Extreme weather. Renewable energy. Eco-cities.	Write a weather forecast. Write a report about an extreme storm. Write an email about an eco-school. Write a presentation about an eco-city. Design a leaflet about climate change.
Review **Project**	Review Unit 12 Write and present a TV news report				

Wordlists 220–245

Audioscript 246–260

Introduction

Welcome to *Bridge to Success Grade 7*

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

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

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

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

Missing *a* or *an*

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

- Example error: *It's very nice place.*
  Corrected: *It's <u>a</u> very nice place.*

Missing *the*

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners. Examples include:

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

Missing *be* before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with *be*

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

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

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

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Learning centres/stations

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

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

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

Experiential learning

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

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

Look-say-cover-write-check spelling strategy

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

A learner is given a word to spell and:

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

Games

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

Listening to stories/story time

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

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

'Find someone who …'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem-solving

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

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

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

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

Reflection

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

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

Problem-based Learning (PBL)

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN	LESSON: 1
Teacher:	**Subject: English**
Grade: 7 **Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to …
Speaking: To develop the range of language that learners can draw on in order to greet friends and acquaintances and end conversations in formal and informal situations. **Listening:** To raise learners' awareness of intonation patterns used in functional language of greeting and ending conversations informally and formally. **Reading:** To identify and categorise from context the function of expressions such as: *great to see you, how about you?* etc.	• use formal and informal phrases to greet one another appropriately • understand simple formal and informal conversations where people meet and greet and say goodbye • use informal phrases to fulfil conversational functions such as saying you are happy to see someone, asking for more information, making a request, agreeing to do something and ending a conversation.

Link to prior learning:
- Greetings

21st Century Skills
- Not applicable

Key vocabulary: *hello, hi, goodbye, bye, sure*

Key expressions/structure: *Good morning, Good afternoon, All right? How are you? How's it going? How are things? Nice to meet you, Great to see you, How about you? Nice seeing you, Give me a ring soon, Say hi to your family from me, Will do, I've got to go …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
- Learners may feel uncomfortable about the idea of greeting adults in their family in the same way that they might greet people of their own age. The teacher should explain that members of the family in the UK are all equally informal with one another.
- Explain that formal greetings are usually reserved for people in authority, people we meet for the first time and people we don't know personally.

Resources/equipment needed:
Coursebook page 6
Workbook page 6
Audio Tracks Coursebook 2 and Workbook 2

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 6	1. Greet learners. Write 'hello' and 'goodbye' on the board, and elicit different ways of greeting someone and saying goodbye in English (for example: *good morning, hi, bye*). 2. Ask learners to open their Coursebooks, and discuss the bullet point at the top of the page. 3. Ask: *Do you know any words for* hello *and* goodbye *in other languages?*

Resources	Main activity
Coursebook page 6	**Speaking: Activity 1** 1. Ask: *Do you use the same language to greet friends of your age as you do with adults? Is there any difference in the use of greetings between adults in the family and adults outside the family, such as teachers?* 2. Learners complete Activity 1 of the Coursebook. 3. Explain that some phrases might be suitable for both categories. **CORE** **Feedback** Draw a table on the board and write answers in the correct column as you elicit them. Model pronunciation and intonation.

Friends and family	Teachers and other adults you don't know

Explain that 'All right?' has a similar meaning to 'Hello, how's it going?' but is much more colloquial/informal. Tell learners that usually British teenagers use this phrase with one another, rather than with adults.

Answers
Friends and family: Hello; Bye; All right?; See you; How's it going?; Hi; How are you?; How are things? *Teachers and other adults*: Hello; Bye; Good morning; How are you?; Goodbye; Good afternoon

Resources	
Coursebook page 6	**Did you know?** 1. Tell learners to read the *Did you know?* box and ask them to say if they knew this information before. 2. Ask them if what the box says about people in the UK is true of people in their own culture. **DESIRABLE**
Coursebook page 6 **Audio Track 2**	**Listening: Activities 2 and 3** 1. Learners complete Activities 2 and 3. **CORE** **Feedback** Write each numbered gap up on the board, to ensure all misunderstandings are avoided.

Answers
1 Good morning; 2 Nice to meet you; 3 How are you?; 4 Thank you; 5 Bye; 6 Goodbye

Coursebook page 6	**Listening: Activity 4** 1. Model the dialogue with one of the stronger learners in the class. 2. Learners complete Activity 4 in pairs. After they have finished roleplaying the conversation, ask learners to swap roles and roleplay the conversation again. **CORE** **Feedback** Monitor pairs for correct intonation and sentence stress.
	Differentiation activities (Support): 1. Play the audio of the dialogue, pausing after each line. Learners listen and repeat.
	Differentiation activities (Stretch): 1. Learners note down some key words from the dialogue and then roleplay it from memory, using only the keywords to help them.
Workbook page 6 **Audio Track 2**	**Listening: Activity 1** 1. Learners complete Activity 1. **CORE** **Feedback** Monitor learners' work while they are completing Activity 1. When the class has completed the activity, choose two strong learners who have the correct answers to model the dialogue. Other learners listen and check their answers.

Answers:
1 Rehan: All right, Kareem?
2 Kareem: Rehan! **How's it going? Great to see you.**
3 Rehan: You too. I'm fine, thanks. **How about you?**
4 Kareem: I'm very well, but school is hard work at the moment. I've got lots of exams to study for.
5 Rehan: Me too. I'm not working today though. I'm doing some shopping. Look, I've bought some new trainers.
6 Kareem: They're nice. **Anyway, I've got to go to football practice now. Nice seeing you. Give me a ring soon.**
7 Rehan: **Sure. Say hi to your family from me.** Bye.
8 Kareem: Will do. Bye.

Workbook page 6	**Vocabulary: Activity 2** 1. Ask learners to complete Activity 2. **DESIRABLE** **Feedback** Nominate learners to provide answers and write them up on a table with four columns on the board. Drill pronunciation of the phrases.

Answers				
Saying you are happy to see someone	**Asking for more information**	**Making a request**	**Agreeing to do something**	**Ending the conversation**
Great to see you. *(at the start of a conversation)* Nice seeing you. *(at the end of a conversation)*	How's it going? How about you?	Give me a ring soon. Say hi to your family from me.	Sure. Will do.	Anyway, I've got to go to football practice now.

	Differentiation activities (Support):
	1. Learners practise roleplaying the dialogue.
	Differentiation activities (Stretch):
	1. Tell learners that in informal conversations, friends often leave out the subject and auxiliary verb in a sentence or phrase. Ask learners to find examples of this in the dialogue.
	Examples:
	Nice seeing you (instead of: It is nice seeing you).
	Great to see you (instead of: It is great to see you).
	Will do (instead of: I will do).
Coursebook page 6	**Speaking: Activity 5**
	1. Put learners into pairs.
	2. Pairs complete Activity 5.
	3. Monitor, and correct only any examples of misuse of the target phrases in the lesson.
	DESIRABLE
	Feedback
	Ask volunteers to come to the front and roleplay the greeting in front of the class. Correct any misuse of the target language.
Resources	**Plenary**
	1. Say several phrases from the lesson and nominate a different learner to respond to each phrase. For example:
	Teacher: *How are things?* **Learner:** *Fine, thanks.* **Teacher:** *Say hi to your family from me.* **Learner:** *Will do.*
	2. If the learner gets the answer incorrect, ask another learner the same question.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.

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

(G7.2.1.1.7) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

LESSON PLAN	LESSON: 2
Teacher:	**Subject: English**

Grade: 7	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to ...
Reading: To develop learners' ability to infer the meaning of unknown words from context in a text about greetings in different cultures. To develop learners' passive knowledge of collocations so that they can be recognised in a text. **Listening:** To develop learners' ability to listen for detail in order to hear key pieces of information. **Speaking:** To practise talking about meeting and greeting in learners' own culture using vocabulary and expressions from the lesson. To raise learners' awareness of intonation in question forms.	• guess the meaning of words in the context of a reading text with support • describe what a collocation is • talk about meeting and greeting in learners' own culture.

Link to prior learning:
- Greetings
- Parts of the face

21st Century Skills:
- Global Awareness: Introduce other cultures through the teaching of English; understand other nations, languages and cultures

Key vocabulary: *nod, shake, kiss, cheek, finger, greet, hug, colleagues, gesture, bow* (verb)*, thumb, chin, nose, wave, touch, smile*

Key expressions/structure: *shake hands with someone, put your hands together, close friends, family members, nod your head, bow your head, give someone a kiss on the cheek, give someone a hug*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
- Learners will often feel that they need to understand every word in a text in order to improve their English, and that a dictionary must be at hand at all times when they are reading.
- Explain that while a dictionary is a useful tool, it is often possible to guess the meaning of new words in a text from their context.

Resources/equipment needed:
Coursebook page 7
Workbook page 7
Audio Track 3

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Greet learners using the phrases studied in the previous lesson and encourage learners to greet each other in English.
	2. Ask learners if they have seen people in other countries greeting each other. Teach the word 'gesture'. Ask learners if they have seen people from different countries or from their own making gestures or movements with their body when greeting each other (for example: *waving, bowing, hugging* …).

Resources	Main activity
Coursebook page 7	**Speaking: Activity 6** 1. Ask learners to look at the picture and answer the question. **CORE** **Feedback** The picture shows men in the UAE, greeting each other with a hug of friendship after Eid al Fitr in Dubai.
Coursebook page 7 **Audio Track 3**	**Reading and Listening: Activity 7** 1. Show learners a globe or map of the world and ask them if they know where Argentina is. Help them locate Argentina on the map. Do the same with Thailand, Singapore and India. 2. Ask learners if they know how people in those countries greet each other. 3. Working individually, learners complete Activity 7. Make sure that this is done in the manner of a 'fun' guessing game – learners can't be expected to find the answer in the text if they don't know anything about the country. 4. Learners listen and check their answers. **CORE** **Feedback** ⬛ **Answers** 1 Singapore; 2 Argentina; 3 India; 4 Thailand
Workbook page 7	**Vocabulary: Activity 3** 1. Learners complete Activity 3. **CORE** **Feedback** ⬛ **Answers** 1 head; 2 nose; 3 cheek; 4 chin 5 thumb; 6 hand; 7 finger
Coursebook page 7	**Reading: Activity 8** 1. Explain that when we read, it is sometimes possible to guess the meaning of a word or phrase from its context. Suggest that if learners don't know a word, they can look at words either side of the unknown word to give them clues about its meaning. 2. Learners complete the activity.. **CORE** **Feedback** ⬛ **Answers** Gestures B and G are not described in the text.

	Differentiation activities (Support): 1. Provide a version of the reading text with gestures underlined to help learners choose the correct pictures.
	Differentiation activities (Stretch): 1. Ask fast-finishers to describe what is happening in pictures A and G and to name the gestures if they can. 2. Ask them what they think these gestures mean.
	Answers **Picture A** shows someone shaking their head (in many cultures this means no, although it can mean yes in some cultures). **Picture G** shows two people giving each other a 'high five'. This is generally an informal friendly greeting (particularly among young people); it can also be a gesture to say: *Well done!*
Workbook page 7	**Vocabulary: Activity 4** 1. On the board, in jumbled order, write some typical classroom collocations that learners already know. For example: 'put up your hand', 'do your homework'. Ask learners to put the collocations in order. 2. Ask: *What are these groups of words called?* Give them the term 'collocation' if they don't know it. 3. Focus on the *Language tip* on page 7 of the Coursebook. Make sure learners understand what a collocation is. 4. Ask learners to complete Activity 4 on page 7 of the Workbook. **DESIRABLE** **Feedback**
	Answers 1 nod; 2 shake; 3 hands; 4 head; 5 kiss
	Differentiation activities (Support): 1. Ask learners to test each other in pairs. 2. One learner closes their books. The other learner says a verb (for example: *nod*) and the learner with their book closed has to remember the part of the body the verb collocates with.
	Differentiation activities (Stretch): 1. Ask learners to look up other collocations with the word 'head' and 'hand' in a collocations dictionary: www.ozdic.com. 2. Ask them to choose two and be ready to explain them to the class.
Coursebook page 7	**Speaking: Activity 9** 1. Ask learners whether they think it is difficult for a foreigner to learn how to meet and greet Emirati people. Ask them what they could get wrong. 2. Learners work in pairs and complete Activity 9. **CORE** **Feedback** This should be in the form of an informal chat, where stronger learners could be asked to elaborate if they'd like to.

Coursebook page 7	**Speaking: Speaking tip**
	1. Ask learners to read the *Speaking tip*.
	2. Show learners how information questions are said, showing with your hand a movement of falling intonation at the end. It's a good idea to model the sentence stress as well.
	3. If you think your learners could cope with the extra information, tell learners that intonation rises in check questions (questions when you think you know the answer).
	DESIRABLE
Resources	**Plenary**
	1. Ask the class to watch you carefully. Mime some gestures covered in the class and ask learners to call out or put their hands up to tell you the gesture. For example: *Shake your head, nod your head, wave, shake hands, put your hands together, bow.* (Make sure they are gestures which are appropriate for learners to act out in the classroom.)
	2. When you have gone through all the gestures once, ask the class to stand up and be prepared to mime the gestures themselves. Explain that this will be very quick and if you spot anyone doing the wrong gesture they will have to sit down and be out of the game.
	3. You could also do a version of the game where you say: *'Teacher says…* (followed by the gesture). Learners must mime the gesture only if they hear you say *'Teacher says...'* if not they must stand still. If they mime a gesture when you haven't said *'Teacher says…'* first, they have to sit down and are out.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

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

LESSON PLAN	**LESSON: 3**
Teacher:	**Subject: English**

Grade: 7	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking and listening: To ask questions about greetings in another culture. To listen for specific questions and information. **Reading:** To develop learners' ability to read for detail and to select key information from a text about meeting and greeting in Japan. **Writing:** To develop learners' ability to write and organise a paragraph about meeting and greeting in their culture. To raise learners' awareness of the need for self-correction and drafting written work.	• listen for specific information • read a text for detail • write a paragraph using structures such as imperatives.

Link to prior learning:
• Greetings
• Collocations connected with parts of the body and greetings
21st Century Skills:
• Not applicable

Key vocabulary: *surname, Maori, 'hongi', traditional, respect, forehead, culture, suggest, treat*
Key expressions/structure: Imperatives; *eye contact, pay attention, in conversation*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Many learners consider writing to be finished once they have written a first draft. They may also think that it is solely the responsibility of the teacher to correct written work.
• Explain that some pieces of writing need to go through several drafts and that learners need to look for errors and self-correct, as this helps them to learn and produce better written work.

Resources/equipment needed:
Coursebook page 8
Workbook page 8
Audio Track 4

UNIT 1 LESSON 3 TASKS/ACTIVITIES
Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	1. Recap on some of the gestures covered in the previous lesson. Put learners into pairs. (If possible, they should choose a person to work with who they know and feel comfortable with.)
	2. Give the following instructions in the imperative for learners:
	Shake hands. / Nod your head./ Bow your head. / Put your hands together and touch the tips of your thumbs to your chin.
	3. To follow up, ask learners to say the countries in which these greetings are common.
	4. Ask learners to tell you any other collocations from the previous lesson that they remember.

Resources	Main activity
Coursebook page 8 **Audio Track 4**	**Speaking and Listening: Activity 1** 1. Ask learners to look at the picture and answer question 1 in pairs. 2. Ask learners to complete question 2. Give them time to write down three questions. 3. Ask learners to complete question 3. Tell them they will need to make notes of the questions they hear. Play the audio. **CORE** **Feedback** **Question 1:** If learners don't guess the answer to question 1, tell them that these are Maori children who live in New Zealand. Ask learners if they know anything about New Zealand and Maori culture. **Question 2:** Ask learners to tell you some of the questions they thought of. Write them on the board. **Question 3:** Learners tell you the questions they heard. Write them on the board.
	Answers
	3 How are you doing? How are you? How about my culture? Can I ask you some questions? How do you greet an adult? How do you greet a Maori?
	Differentiation activities (Support): 1. Allow learners to go through the audioscript and underline the questions in the dialogue.
	Differentiation activities (Stretch): 1. Ask learners to write a short description of what they can see in the picture. Ask them to describe what is happening, who the people are and where they are.
Coursebook page 8	**Speaking and Listening: Activity 2** 1. Play the audio again and ask learners to answer questions 1 and 2. **CORE** **Feedback** Ask the class if they can remember what a traditional Maori greeting is called (hongi). Ask the class to tell you the answers to questions 1 and 2.
	Answers
	1 You should shake their hand and smile, and remember to use their surname.
	2 You touch your nose and forehead to the other person's and shake their hand.

Coursebook page 8	**Reading: Activity 3** 1. Ask learners what they know about greetings in Japan. Ask if they think it's very different to the way people greet one another in the UAE. 2. Learners complete Activity 3. **CORE** **Feedback** 1. Ask the class to tell you the answers to questions 2–6. 2. Draw attention to the imperative structure in the text: 'Don't stand too close to the other person and never touch or hug them.' Ask whether this is stronger or weaker than a piece of advice. For example: 'You shouldn't stand too close to the other person and it's not a good idea to touch or hug them.' Ask what imperatives your learners might give to a person visiting their country for the first time. 3. Ask learners to make questions 1–6 into negative statements if they've answered 'No' to them. **Answers** 1 no; 2 yes; 3 yes; 4 no; 5 yes; 6 no
Workbook page 8	**Writing: Activity 1** 1. Learners complete Activity 1 in the Workbook. **CORE** **Feedback** Have the writing frame with blanks on the board. Complete the paragraph using learners' ideas. As you complete the paragraph, encourage learners to correct their own mistakes and add information that others have left out. Ask them to copy down the completed paragraph.
Workbook page 8	**Writing: Activity 2** 1. Learners complete Activity 2 in the Workbook. **Feedback** Go through the answers with the class. **Answers** In New Zealand the formal way to greet each other is by ~~shake~~ *shaking* hands and smiling. You should use a New Zealander's ~~sorname~~ *surname* and not their first name, until the person suggests it. When greeting a New Zealand Maori, it is important to ~~tuch~~ *touch* your nose and ~~forhead~~ *forehead* to the other person's, and ~~shayk~~ *shake* their hand. This is called 'hongi' and it shows that you understand and respect the Maori ~~cultare~~ *culture*. When in conversation with a Maori, never say negative things about New Zealand or its people. Treat everyone with ~~respet~~ *respect*.
Resources	**Plenary**

	1. Collect the learners' paragraphs to check. In the last minute of class, talk about:
	
	• The importance of drafting and redrafting written work and the marking codes that you will use to help them to correct their writing, for example:
	
	     g = grammar
	
	     p = punctuation mistake
	
	     v = vocabulary mistake
	
	     c = cohesion mistake (you'll need to explain cohesion)
	
	     o = organisation mistake
	
	     sp = spelling
	
	     r = repetition / not enough range of language

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

Standards/SLOs:

(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.

(G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.

(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something.

LESSON PLAN	LESSON: 4
Teacher:	**Subject: English**

Grade: 7	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to ...
Speaking: To develop learners' range of functional phrases related to inviting, arranging to meet and accepting invitations.	• talk about inviting friends to visit; invite a friend and accept or decline politely
Listening: To develop learners' ability to predict the type of information they are likely to hear; to develop learners' ability to listen for key information in a conversation related to inviting, arranging to meet and accepting an invitation.	• identify key words in questions and listen for key information • use expressions for inviting, arranging, accepting and declining.
Writing: To practise using the target language (expressions for *inviting/arranging/ accepting/ declining)* in a written dialogue.	

Link to prior learning:
- Greetings
- Times and days of the week

21st Century Skills:
- Not applicable

Key vocabulary: *inviting, accepting, refusing, checking, arranging*

Key expressions/structure: *Are you free on/at …?; Yes, I'm free; Would you like to come …?; Do you fancy coming …?; I'd love to; About 12.00?; What sort of time should I come over?; No, sorry I'm …, I can't make it then, how about 1.30?; That'd be cool, That sounds great/fun*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
- Learners may not appreciate the validity of peer feedback. For this reason, peer feedback activities need to be introduced gradually.
- Explain that learning to evaluate their own work and the work of others is essential so that they can become more independent language learners.
- Point out that this will be particularly important for future studies or work.

Resources/equipment needed:
Coursebook page 9
Workbook page 9
Audio Track 5

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to look at the picture on page 9 of the Coursebook.
	2. Ask learners who they think the two people are: *friends or family?*
	3. Ask learners for a reason why they think the two people in the picture are friends or family.
	4. Ask learners which they prefer:
	- meeting friends out (for example, in the shopping mall)
	- or visiting friends at home?

Resources	Main activity
Coursebook page 9	**Speaking: Activity 4**
	1. Ask learners to answer the question in Activity 4.
	CORE
	Feedback
	Explain that the girls in the picture are friends. Elicit one description of the picture. Emphasise that we normally use the present continuous when we are describing pictures. Model the sentence: *The friends are spending time together. / The friends are having fun.*
Coursebook page 9	**Speaking: Activity 5**
	1. Ask learners to answer questions 1–3 in pairs.
	CORE
	Feedback
	Go around the class monitoring the learners' conversations.
Coursebook page 9 **Audio Track 5**	**Listening: Activity 6**
	1. Ask learners to read questions 1–4. Ask learners to underline the key words. Ask them to focus on the question words.
	2. Before you play the audio, pre-teach the following expressions:
	What sort of time? (This means: 'What time approximately/roughly?')
	Do you fancy coming? (This is an informal way of saying: 'Would you like to come? /Do you feel like coming?')
	That'd be cool. (This is the contracted form of: 'That would be cool. 'Cool' is an informal way of saying: Great/excellent/good.)
	3. Play the audio.
	CORE
	Feedback
	Ask learners to compare their answers with another person's answers, before going through the answers with the class.
	Answers
	1 She is going to the desert with her family.
	2 She would like Nada to come to her house for lunch.
	3 Because she can't make that time.
	4 To go to the desert with her and her family.
	Differentiation activities (Support):
	1. Give three possible answers for each of the questions in the Coursebook so that it becomes a multiple choice.

	Differentiation activities (Stretch):
	1. Set more questions for strong learners to answer. For example:
	   What is Nada doing on Saturday evening?
	   Who is cooking dinner on Saturday?
	   How does Nada feel about coming to dinner?

Coursebook page 9	**Listening: Activity 7** 1. Tell learners to read the gapped conversation. Explain that these are sentences from the audio, not the complete audioscript. 2. Play the audio and tell learners to complete the sentences. **CORE** **Feedback** Ask learners to compare their answers with another person's answers, before going through the answers with the class. **Answers** 1 <u>Are</u> you <u>free</u> on Saturday? 2 <u>Would</u> you <u>like</u> to come to my house for lunch? 3 I'd <u>love</u> to. 4 What <u>sort</u> of <u>time</u> should I come over? 5 <u>About</u> 12.00? 6 Sorry, Samihah, I can't <u>make</u> it <u>then</u>. 7 How <u>about</u> 1.30 then? 8 <u>Do</u> you <u>fancy</u> coming? 9 That'd <u>be</u> cool.
Coursebook page 9	**Listening: Activity 8** 1. Ask learners to read the completed sentences 1–9 from Activity 7. 2. Explain that they need to decide which of the functions in the table describes each of the sentences. Tell them to write the number of the sentence next to the correct function in the table. **CORE** **Feedback** Ask learners to compare their answers with another person's answers, before going through the answers with the class. **Answers** checking if a person is busy: 1 inviting: 2, 8 accepting: 3, 9 checking/arranging a time: 4, 5, 7 refusing: 6

Workbook page 9	**Activity 3** 1. Ask learners to read the conversation and make sure they understand each sentence. 2. Tell learners to number the conversation in the correct order. **DESIRABLE** **Feedback** Ask two more confident learners to read out the two parts of the conversation in the correct order. | Answers
---	 1 **Karimah:** Hi Zaynah. How are you? 2 **Zaynah:** Hi Karimah. I'm well thanks. Are you free on Saturday afternoon? 3 **Karimah:** No, sorry, I'm going to visit my cousins in the afternoon. 4 **Zaynah:** OK, how about in the morning instead? 5 **Karimah:** Yes, I'm free in the morning. 6 **Zaynah:** Do you fancy going to the mall with me at about 10.00? 7 **Karimah:** That sounds fun. 10.00 is perfect for me. 8 **Zaynah:** Great! See you on Saturday morning. 9 **Karimah:** OK. Bye Zaynah.
Coursebook page 9	**Speaking: Activity 9** 1. Learners complete Activity 9. 2. Ask strong learners to perform their role-play. 3. Before they start, tell learners that you'll be making notes on any pronunciation issues or language issues (with the phrases they've been learning) and ask other learners to do the same. Ask them to focus on: a) accuracy of language use b) accuracy of pronunciation c) fluency (not too many pauses or hesitations) 4. Learners roleplay and the rest of the class take notes. **CORE** **Feedback** Elicit feedback about the role-play from learners, making suggestions yourself if learners are not forthcoming. **Differentiation activities (Support):** 1. Ask learners to write the conversation down before they roleplay it. **Differentiation activities (Stretch):** 1. Ask learners to try to memorise and dramatise their dialogue.
Workbook page 9	**Activity 4** 1. Learners complete Activity 4. **DESIRABLE** **Feedback** Ask learners to compare their conversation with the person next to them. Ask more confident learners to read their conversation out with the person next to them saying one of the parts.

Resources	Plenary
	1. Ask learners to close their Coursebooks and notebooks.
	2. Put the five functions from Activity 8 of the Coursebook (page 9) as headings in a table up on the board.
	3. Elicit language for each of the categories:
	A checking if a person is busy
	B inviting
	C accepting
	D checking/arranging a time
	E refusing.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.

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

(G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.

LESSON PLAN	LESSON: 5
Teacher:	**Subject: English**
Grade: 7 **Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To practise reading for the main idea and reading for detail in a text about gift giving and celebrations.	• read a text for the main idea and detail and answer comprehension questions
Speaking: To practise talking about personal experiences related to gift giving/receiving and to speculate about the meaning of a well-known saying.	• talk about personal experiences around gift giving/receiving
Writing: To practise writing a personal account of a celebration using target language/ vocabulary.	• write a paragraph about personal experiences of a celebration.

Link to prior learning:
- Greetings
- Vocabulary of family members

21st Century Skills:
- Not applicable

Key vocabulary: *sad, siblings, receive, gift, give, relatives, needy* (noun)*, celebration, sweets, celebrate, valuable, share, meal*
Key expressions/structure: *to give and receive, the opposite of, important dates*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
- Learners may need reminding that in the two reading tasks on page 10 of the Coursebook, they will be reading for the main idea (in Activity 2) then reading for detail (in Activities 3 and 4).
- For the first task, they can look for keywords to give them clues. It might be helpful to set a time limit for the first task to reinforce the need to skim the text rather than reading every word.

Resources/equipment needed:
Coursebook page 10
Workbook page 10

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Bring in a box (it can be an ordinary cardboard box, it should be quite small). Show the class the box and mime opening it, looking inside and smiling with excitement and happiness.
	2. Ask learners to guess what's in the box. Ask them to put up their hands and make suggestions. Elicit (or pre-teach) the words: *gift, present, give, receive.*
	3. Open the box and show the class what's inside. (It should be a question mark on a white piece of paper).
	4. Tell them you are going to play a game.
	5. Explain that the class must pass the box from one person to another, until the teacher says *stop!* The person who is holding the box when the teacher says stop, has to imagine there is a gift for them inside the box and say what it is.
	6. Explain that it can be anything, it doesn't have to be a material thing. Give some examples: *good exam results, sweets, a new computer, a holiday.*
	7. If you think it is more appropriate, you can have some gift ideas already written on pieces of paper inside the box, and as learners stop and open the box they take out one piece of paper and read it to the class.

Resources	Main activity
Coursebook page 10	**Speaking: Activity 1** 1. Learners complete Activity 1. **CORE** **Feedback** Ask a pair of stronger learners to explain what the saying *It's better to give than receive* means. Ask the class if they agree or disagree with the saying. **Answer** The saying means that it is more personally rewarding/satisfying to give something to another person than it is to receive something yourself.
Coursebook page 10	**Reading: Activity 2** 1. Make sure that learners understand that they must skim the text in order to choose a title. 2. Learners complete Activity 2. **CORE** **Feedback** If some learners get the answer wrong, ask a learner who got the correct answer to explain why they made their choice. **Answer** c The gift of giving **Differentiation activities (Support):** 1. Allow weaker learners to read the text in pairs (each reads half the text) and discuss the possible answers together before making a choice. **Differentiation activities (Stretch):** 1. Ask stronger learners to think of an alternative title for the text. You could also ask them to think of a subtitle for each of the four paragraphs.

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

Resources	Plenary
	1. Ask learners to put their books away. Call out the definitions of the vocabulary in Activity 1 on page 10 of the Workbook. Ask learners to put up their hands and say the words that match the definitions.
	2. Write anagrams on the board of some other words from the text and ask learners to guess the words, for example celebration, sweets, share.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G7.2.1.1.9) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something.

LESSON PLAN	LESSON: 6
Teacher:	**Subject: English**

Grade: 7	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Reading: To read for detail and to discern subtle differences in meaning between phrases. **Speaking:** To make requests and offers, ask permission to do something, ask for and give advice in a natural way using modal verbs. Writing: To write short pieces of advice using modal verbs.	• make requests and offers, ask permission to do something, ask for and give advice in the context of being a guest in a host's house • respond to requests, offers and advice appropriately • choose appropriate language to offer advice.

Link to prior learning:
• Basic vocabulary of objects (*bag, pen, ruler, ink*), food and drink (*water, fruit juice, hungry, thirsty*)
• Meeting and greeting collocations (*shake hands, refuse/accept an invitation*)
21st Century Skills:
• Not applicable

Key vocabulary: *host, guest, soles of feet, left, right, hungry, thirsty, borrow, ink, polite, rude, floor, offer, remove*
Key expressions/structure: Modals: *shall, should, can, could, will, would, may, might;* asking for and offering advice, asking for permission, offering to do something, making requests

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Learners who have Arabic as their first language may find even the politest forms in English rather direct. (In Arabic, there are, for example, many more words for the single English word 'please'.)
• Teachers need to reassure learners that the polite forms in this lesson are completely acceptable in British culture and in other English-speaking cultures.
• Strong learners could be taught things like the past continuous for making requests even more polite: *I was wondering if …*

Resources/equipment needed:
Coursebook pages 11 and 12
Workbook page 11

UNIT 1 LESSON 6 TASKS/ACTIVITIES
Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10)

Resources	Starter
	1. Write the following on the board:
	- You receive a gift but you don't say thank you.
	- You ask for something but you don't say please.
	- You interrupt when someone else is speaking.
	- You give a gift when you are invited to someone's house.
	- You arrive late for class.
	- You offer your seat to an older person. (Alternatively, choose some examples of typical situations that are considered rude/polite in the UAE.)
	2. Put learners into small groups and ask them to talk about the situations on the board. Ask them to decide which show good and which show bad behaviour.
	3. Feedback with the whole class and elicit/pre-teach the words 'rude/impolite' and 'polite.'

Resources	Main activity
Coursebook page 11	**Speaking: Activity 5**
	1. Elicit the noun 'invitation' from the verb 'invite'. Pre-teach the meaning of the verbs 'refuse', 'remove', 'offer', 'wear', as well as the nouns 'sole' (of feet) and 'floor'.
	2. Learners complete Activity 5 in pairs.
	CORE
	Feedback
	Teach the phrases *I agree with her/him* or *I don't agree with him/her, because … .* Learners feedback on what they thought about the statements, saying whether they agree with their partner.
	Answers
	1 It's better to accept, as Emirati put such an emphasis on hospitality, but if you must refuse, you have to give a very specific excuse.
	2 Incorrect. It is important.
	3 Yes, to a point, but arms and legs should be covered – clothing should be modest.
	4 True, particularly in the case of a man greeting a woman.
	5 Incorrect. It's important to eat and drink with the right hand.
	6 True. Showing the soles of the feet to other people is an insult.
	Differentiation activities (Support):
	1. With weaker learners, accept simple 'true' or 'false' or 'I agree' or 'I don't agree' answers.
	Differentiation activities (Stretch):
	1. With stronger learners, ask them to expand on their answers and to give examples.
Coursebook page 11	**Use of English box**
	1. Ask learners to read the *Use of English* box.
	2. Elicit the verb form that follows a modal verb in the question and affirmative form.
	3. Ensure that learners understand the difference between asking for permission (the speaker wants to do something) and requests (the speaker wants the listener to do something).
	CORE

Coursebook page 11	**Speaking: Activity 6** 1. Tell learners to read all of the sentence halves first before matching them. 2. Learners complete Activity 6. 3. Check answers with the class before learners practise saying the sentences in pairs. **CORE** Feedback After the answers have been checked as a class, monitor the learners as they practise saying the sentences to each other. Check for pronunciation and sentence stress. Answers 1 f; 2 a; 3 d; 4 b; 5 g; 6 c; 7 e
Workbook page 11	**Activity 3** 1. Ask learners to complete Activity 3. 2. Have a whole-class discussion about why some phrases are politer than others. **CORE** **Feedback** Draw learners' attention to the modal verbs in the questions. Ask learners if they think they make the questions sound more or less direct. Answers 1 Could I borrow a pen? 2 Can I get you something to eat? 3 Would you like some tea? 4 May I have a glass of water? 5 Should I stand up when a lady comes in? 6 Where should I put my coat? 7 Could I use your bathroom?
Workbook page 11	**Activity 4** 1. Learners complete Activity 4. 2. Explain that although some answers could match several questions, by process of elimination they should be able to find the best match for each one. **DESIRABLE** **Feedback** Answers 1 e; 2 g; 3 b; 4 a; 5 c; 6 d; 7 f
Workbook page 11	**Activity 5** 1. Learners complete Activity 5. **DESIRABLE** **Feedback** 1. On the board, write ✓ and X at the top of two columns. 2. Ask volunteers to come up and write some of their ideas in the two columns. 3. Have a class discussion about whether or not everyone agrees with the advice. **Differentiation activities (Support):** 1. Weaker learners could refer back to Activity 5 on page 11 of the Coursebook to help them complete this task.

	Differentiation activities (Stretch): 1. Stronger learners could add two or three more pieces of advice to the two columns.
Coursebook page 12	**Reading: Activity 7** 1. Focus learners' attention on the title of the quiz *Are you a good guest?* Ask: *What do you think the quiz is going to be about?* 2. Focus on the pictures. Ask: *What can you see?* Ask learners to predict how the pictures and the title of the quiz are linked. 3. Explain the activity. Tell learners that they need to think about which phrase is politer and why. 4. Ask learners to complete the quiz. **CORE** **Feedback** When they have answered the questions and looked at the analysis, go through the quiz questions as a class asking for a show of hands for each option a, b or c. Finally, write the answers on the board, so that learners can see the politest options.
	Answers
	The politest phrases are: 1a; 2b; 3a; 4c; 5b; 6a
	Differentiation activities (Support): 1. Make a copy of the quiz and delete one of the options (the option in the middle in terms of politeness). Learners will then just have to choose between two extremes and not have to deal with subtlety of language.
	Differentiation activities (Stretch): 1. Ask stronger learners to discuss whether they have ever asked any of the questions in the quiz, and whether they could think of any other questions that a guest might want to ask.
Resources	**Plenary**
	1. Clean the board and ask learners to close their books and roleplay the following situation: You have just arrived in the UAE and you need some advice about what to do in various social situations. Nominate learners to answer your questions and give you advice.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

(G7.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly. Pose and respond to questions related to the current discussion, incorporate others into the discussion.

(G7.4.1.1.7) Write information compositions on a variety of topics to describe or explain something.

LESSON PLAN	LESSON: 7
Teacher:	**Subject:** English

Grade: 7	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Reading: To consolidate learners' ability to identify vocabulary and grammar covering greetings, invitations and modal verbs. **Speaking:** To consolidate learners' ability to greet others, make and respond to an invitation. **Writing:** To practise and consolidate learners' ability to invite, arrange, accept and refuse in a natural sounding dialogue.	• identify a greeting, an invitation, giving advice, asking permission in a dialogue or text • end a conversation politely and respond to requests, offers and advice appropriately • greet someone and say goodbye formally and informally, invite someone, accept/refuse an invitation using the appropriate language.

Link to prior learning:
- Greetings
- Invitations
- Modal verbs

21st Century Skills:
- Not applicable

Key vocabulary: *hello, goodbye, please, thank you, office, permission*

Key expressions/structure: Modals: *shall, should, can, could, will, would, may, might*; asking for and offering advice, asking for permission, offering to do something, making requests, contrasting and comparing information

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
- Learners may struggle to offer polite reasons to leave. Remind learners that these reasons can reference a prior engagement that cannot be changed, for example, a class, an appointment with a doctor, a family commitment.

Resources/equipment needed:
Coursebook page 13
Workbook page 12

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 13	**Speaking: Activity 1** 1. Put the table shown below on the board. 2. Ask learners: *What have you learned this week?* 3. Ask learners to give an example of what they have learned. Record on the board examples of: | Greeting	Formal	Informal
---	---	---
Invitation	Formal	Informal
Modal verbs	Give a piece of advice	Ask permission	 **CORE**

Resources	Main activity
Coursebook page 13	**Reading: Activity 2** 1. Ask learners to read the dialogue individually. Check for any new vocabulary. 2. Learners complete Activity 2 individually and then compare their answers in pairs. **CORE** **Feedback** If some learners get the answers wrong, ask a learner who got the correct answer to explain why they made their choice. Check understanding of the dialogue. Ask learners who they think the two people are (teacher/sports teacher and school pupil). Tell learners to read out the whole dialogue in pairs to practise their pronunciation. They should each take a turn being the teacher and the pupil.

> **Answers**
>
> 1 Hello … / Good morning …
> 2 Would you like to come into my office? / Would you like to join the football team?
> 3 You should practise every day. / You should definitely get your parents' permission.
> 4 Could I talk to my parents first, please? / Could I let you know after the weekend?

Coursebook page 13	**Writing: Activity 3** 1. Ask learners to complete the dialogue with their own ideas. **CORE** **Feedback** Ask a couple of volunteers to read out their final lines in the dialogue.
	Differentiation activities (Support): 1. Ask learners just to practise reading out the dialogue with correct pronunciation. 2. Ask them to write a reason for Abdulrahman to leave. Help them to do this by giving them some possible excuses (for example: it's time for his next class) and writing an example sentence on the board.
	Differentiation activities (Stretch): 1. Extend stronger learners by asking them to discuss what makes an appropriate reason to leave a meeting with a teacher.

Coursebook page 13	**Writing: Activity 4** 1. Ask learners to complete Activity 4. 2. Have a whole-class discussion about how the informal language is different to the language in the dialogue. **CORE** **Feedback** Ask more confident learners to read out their dialogues, with another learner reading one of the parts.
	Differentiation activities (support): 1. Ask learners to make notes about their ideas for an informal conversation, or do this as a speaking exercise only, achieving just one or two of the requirements.
	Differentiation activities (Stretch): 1. Extend stronger learners by asking them to create a longer dialogue between friends, including leaving politely.
Workbook page 12	**Vocabulary: Activity 1** 1. Ask learners to complete the crossword with the vocabulary from the box. **DESIRABLE** **Answers** **Across** 1 kiss; 4 colleague; 8 wave; 9 hug; 10 fine; 11 hi; 12 chin **Down** 2 shake; 3 bye; 5 older; 6 gesture; 7 bow; 10 friend
Workbook page 12	**Self-assessment** 1. Ask learners to check that they can give an example of each of the skills in writing. **CORE** **Feedback** Learners of differing strength give their examples. Try to ensure that each learner uses different examples from those in the lesson starter.
	Differentiation activities (Support): 1. Model an example of each skill and ask the learners to give their own examples.

	Differentiation activities (Stretch):
	
	1. Ask learners to use each skill within a dialogue with a different topic. For example:
	
	  - asking a friend to visit your house,
	
	  - asking an older relative for information
	
	  - showing an unknown adult around your school.

Resources	**Plenary**
	1. Play the formal or informal game. 2. Read out expressions from the previous lessons (greetings / invitations / requests / asking advice / asking permission) and ask learners to call out 'formal' or informal'.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

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

(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

LESSON PLAN	**LESSON: 8**
Teacher:	**Subject: English**

Grade: 7	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' spoken accuracy in using question tags and modal verbs correctly. **Listening:** To develop learners' ability to recognise features of language which will give them clues about the relationship between the speakers. To develop learners' ability to listen for detail.	• choose a question type and modal verb to suit a social situation • use simple question tags to check information • infer the relationship between pairs of speakers • confirm that information is correct.

Link to prior learning:
• Make requests and offers
• Ask permission to do something
• Ask for and give advice in the context of being a guest in a host's house
21st Century Skills:
• Not applicable

Key vocabulary: *possibly, valuable, project, digital, perhaps, related, project manager, contact details*

Key expressions/structure: Modals: *shall, should, can, could, will, would, may, might*; asking for and offering advice, asking for permission, offering to do something, making requests (revision); Question tags: *Isn't it? Won't you? Haven't you?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Learners may not have met question tags before and at first glance, believe that they are genuine questions rather than ways of making small talk and checking information.
• The teacher should be prepared with a number of examples to expand on the contexts in the Coursebook and the Workbook.

Resources/equipment needed:
Coursebook page 14
Workbook pages 13 and 14
Audio Track 6

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Brainstorm modal verbs that learners remember from the previous lesson and write them on the board.
	2. Ask them to give you an example of a phrase or question using each of the modals on the board. Encourage them to tell you the purpose of the questions (asking for advice, asking permission …).

Resources	Main activity
Workbook page 13	**Activity 1** 1. Revise the meaning of 'collocation'. Pre-teach 'use first name', 'make eye contact' and revise 'shake hands'. 2. Ask learners to complete Activity 1. **DESIRABLE** **Feedback** Ask learners to tell you the answers and write them on the board. **Answers** You should use *Mr, Mrs, Miss* and the family name of the person. You can shake hands when you meet some people.
Workbook page 13	**Activity 2** 1. Ask learners to give you examples of questions a host might ask a guest if they've just arrived at their house after a long journey. 2. Ask them to complete Activity 2, but make it clear that sometimes more than one modal verb is possible. **DESIRABLE** **Feedback** Ask learners to tell you the answers and write them on the board. **Answers** Can I make/get you a sandwich? May/Could I use your computer to send an email? You should go to bed and get some rest. What should I buy for my parents?
Coursebook page 14	**Speaking: Activity 1** 1. Put learners into pairs. 2. Teach learners some basic language of speculation, for example: *Perhaps/Maybe they're … (related / colleagues / neighbours)*. 3. Learners complete Activity 1. **CORE** **Feedback** Find out what most learners think about the picture. **Answers** Learners' own answers.

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

	Differentiation activities (Stretch):
	1. Ask learners to listen again and check their answers to Activity 3, adding in any words that they have missed so that they have the complete questions, including question tags.
Coursebook page 14	**Listening: Activity 4**
	1. Play the audio again.
	2. Ask learners to complete the activity.
	CORE
	Feedback
	Ask learners for answers and write them on the board.
	Answers:
	1c; 2a; 3b
Coursebook page 14	**Use of English**
	1. Focus learners' attention on the *Use of English* box.
	2. Read through the information and answer any questions.
	CORE
Coursebook page 14	**Activity 5**
	1. Ask learners to complete the activity.
	2. Help learners by reminding them that the question mark goes at the end of each question after the question tag.
	CORE
	Feedback
	Ask learners for answers and write them on the board.
	Answers
	1 You've done your homework, haven't you?; 2 We'll have lots of fun on holiday, won't we?; 3 The shop is open tomorrow, isn't it?; 4 She's Omar's sister, isn't she?; 5 You're in my brother's class, aren't you?; 6 They've got a new car, haven't they?
	Differentiation activities (Support):
	1. Put learners into pairs to complete the task.
	2. Write the first and last words for each question on the board, drawing the correct number of spaces between the words to give extra help.
	3. Monitor and give support.
	Differentiation activities (Stretch):
	1. Ask learners to practise saying the questions in pairs and think of responses if they can. Check pronunciation and intonation.
	2. Ask them to make up two similar questions of their own.

Workbook page 14	**Activity 3** 1. Learners complete the two conversations. 2. Remind learners to look for clues (the verb at the beginning of the question) when deciding which question tag to use. Question tags are also followed by question marks. **DESIRABLE** **Feedback** Check answers with the class and write them on the board. Answers: **1 isn't it?; 2 possibly; 3 isn't it?; 4 shouldn't I?; 5 possibly**
Resources	**Plenary**
Board	1. Ask learners to remember the function of question tags. Say that they are to check information, but they are also to make 'small talk': to encourage people to say more. 2. Ask learners the sort of questions it's acceptable to ask when they first meet someone and write them on the board. For example: *Are you Nahla's brother? Are you in my brother's class?* 3. Change the questions on the board into statements, and ask learners to add the question tag. For example: You write: *You're Nahla's brother,* learners call out: *aren't you?* You write: *You're in my brother's class,* learners call out: *aren't you?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations (for example, requesting and giving information, giving advice using *If I were … I would*, expressing opinions, agreement and disagreement); confirm or check information using question tags.

(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.

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

LESSON PLAN	LESSON: 9
Teacher:	**Subject: English**
Grade: 7 **Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To understand common expressions such as: *Congratulations / Well done / Happy New Year.* **Listening:** To listen to situations and identify the function of modal verbs. **Writing:** To complete conversations using modal verbs to ask for advice and permission and respond appropriately.	• use common expressions such as: *Congratulations / Well done / Happy New Year* appropriately • identify the functions of modal verbs in conversation • use modal verbs to ask for advice and permission and respond appropriately.

Link to prior learning:
• Modal verbs   • Common expressions   **21st Century Skills**   • Not applicable

Key vocabulary: *Congratulations! Goodnight, Sleep well. Well done! Happy New Year! Have a good holiday. Have a good weekend. Nice to meet you. See you later. Welcome to …*   **Key expressions/structure:** Modals: *shall, should, can, could, will, would, may, might;* asking for and offering advice, asking for permission, offering to do something, making requests

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Learners can confuse permission and requests. Remind learners of the difference between asking for permission = *Can* I, and making requests = *Can/could* you.

Resources/equipment needed:
Coursebook page 15   Workbook page 15   Audio Track 7

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know any expressions. 2. Give an example, such as *Congratulations!*, and ask if they can think of any others.

Resources	Main activity
Coursebook page 15	**Speaking: Activity 1** 1. Tell learners they are going to read some expressions that are used in different situations. 2. Read through the expressions as a class. Focus on pronunciation. 3. Discuss the meaning of each expression with the learners. 4. Ask individual learners to tell the class what each expression is in their language. **CORE**
Coursebook page 15	**Speaking: Activity 2** 1. Learners complete Activity 2. **CORE** **Feedback** Check answers as a class. **Answers** 1 Happy New Year!; 2 Congratulations! / Well done!; 3 Nice to meet you.; 4 Welcome to …; 5 Have a good weekend.; 6 Goodnight, sleep well.; 7 See you later.; 8 Have a good holiday.
Workbook page 15	**Activity 1** 1. Learners read the phrases in the speech bubbles and use them to complete the conversations. 2. When they have finished, they can compare their answers with a partner. **DESIRABLE** **Feedback** Check answers as a class. **Answers** 1 Welcome!; 2 Nice to meet you.; 3 Goodnight. Sleep well.; 4 Have a good holiday.; 5 Well done!; 6 See you later.
Coursebook page 11	**Use of English: Modals** 1. Ask learners to look back at the *Use of English* box on page 11. 2. Briefly revise each category with the class. **CORE** **Feedback** Check understanding by asking individuals to give examples.

Coursebook page 15 **Audio Track 7**	**Listening: Activity 3** 1. Tell learners they are going to listen to people speaking in five different situations and that they have to decide what the purpose of the modal verb is in each one. 2. Play the audio once for learners to familiarise themselves with the content. 3. Play the audio a second time, pausing after each scenario, and ask learners to explain the scenario briefly, for example who is speaking to whom. 4. Ask learners to note down the purpose of the modal verb for each dialogue. 5. Play the audio a third time, pausing after each situation to allow time for learners to decide which response is appropriate. **CORE** **Feedback** Allow for a range of answers and encourage learners to give reasons for their choice. **Answers** 1 b: offering to do something 2 a: giving advice 3 d: making a request 4 c: asking permission 5 a: asking for advice
Coursebook page 15	**Listening: Activity 4** 1. Learners match the responses to the sentences in Activity 3. **Feedback** Allow for a range of answers and encourage learners to give reasons for their choice. **Answers** 1 Yes, that would be helpful. 2 Thank you, I will. 3 It's over there on the right. 4 Yes, of course you can. 5 No, that's not a good idea. **Differentiation activities (Support):** 1. If learners struggle to choose an answering phrase, allow one word answers, for example: *yes, no, thank you.* **Differentiation activities (Stretch):** 1. Ask learners whether any of the responses can be used for more than one of the statements. Can they think of other appropriate responses?
Workbook page 15	**Activity 2** 1. Learners complete Activity 2. 2. Ask learners to compare answers with the person sitting next to them. **DESIRABLE** **Feedback** Ask learners to indicate if they are unsure of the correct answer after comparing. Make it clear that in two of the questions both *could* and *can* are possible. *Could* is just more formal/polite. **Answers** 1 Can; 2 should; 3 Could/Can; 4 Should; 5 Could/Can

Workbook page 15	**Activity 3** 1. Learners complete Activity 3. 2. Ask learners to compare answers with the person sitting next to them. **DESIRABLE** **Feedback** Check answers as a class. Write answers on board. **Answers** a 2 or 4; b 1; c 5; d 3
Coursebook page 15	**Writing: Activity 5** 1. Play the audio again to remind learners of the dialogues. 2. In pairs, learners write five short dialogues. Allow enough time for them to work. 3. Circulate and offer support, including help with new words. 4. Remind learners to use the full range of sentence types in the *Use of English* box on page 11. **DESIRABLE** **Feedback** Ask learners to roleplay their dialogues in pairs. Monitor and support.
	Differentiation activities (Support): 1. Suggest learners use responses from Activity 3. 2. If learners are struggling, encourage them to do just one or two types of sentence, for example: focus on advice or requests.
	Differentiation activities (Stretch): 1. Learners can build short dialogues with 2–3 responses for each speaker.
Resources	**Plenary**
	1. Practise the expressions from Coursebook Activity 1 on page 15, by writing the following on pieces of paper and distributing among the learners. *I'm visiting your country.* *It's the first day of the year.* *Goodbye* *Hello* *It's time to go to bed.* *It's the end of the week.* 2. Ask all the learners to stand up, and ask those with the pieces of paper to circulate around the class reading the phrases/situations to other learners who must respond with the correct expression: *Welcome to the UAE.* *Happy New Year!* *See you later.* *Nice to meet you.* *Goodnight, sleep well.* *Have a good weekend.*

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G7.1.1.1.2) Understand the main points and detail of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.

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

(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

LESSON PLAN	LESSON: 10
Teacher:	**Subject: English**

Grade: 7	Unit: 1	Date:

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to ...
Speaking: To discuss the purposes of written communication and different types of written communication. **Reading:** To read an informal letter and answer comprehension questions. To understand a formal and informal letter and recognise the different parts of a letter.	• identify the parts of a personal letter • infer information from within a personal letter • identify formal and informal language in a personal letter.

Link to prior learning:
• Modal verbs
21st Century Skills
• Not applicable

Key vocabulary: *letter, email, text message, dear, envelope, address, greeting, farewell, signature, homesick, postcards*

Key expressions/structure: Modals: *shall, should, can, could, will, would, may, might;* asking for and offering advice, asking for permission, offering to do something, making requests

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Learners may struggle with identifying the differences between formal and informal letters.
• Focus on the greeting and farewell, as this is where the greatest difference lies. Within the body of the letter, more formal letters avoid using contractions (*it's, she's*, etc,) and provide more precise detail of any information referenced (for example: *on 2nd May* vs *last week some time*).

Resources/equipment needed:
Coursebook page 16
Workbook pages 16–17

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 16	**Speaking: Activity 6** 1. Learners complete Activity 6. 2. Ask learners how they communicate in writing. 3. Prompt learners to think about text messages, emails, formal and informal letters. 4. Ask learners to think of a time when they would use each type of communication. For example: text message for brief exchange of information with friends; email: usually informal communication with friends, sometimes formal communication; letters to friends to pass on information and personal feelings; letters to friends or relatives to express gratitude or give information; formal letters to organisations or senior individuals to give or request information. **CORE**

Resources	Main activity
Coursebook page 16	**Reading: Activity 7** 1. Ask learners to look at the text. Ask them what type of text they think it is. You can ask questions like: *Does it look like a poem? Like a story? Like an email?* until they say a personal letter. 2. Invite learners to look at the elements in the letter on the right corner (address and date). Explain to learners that the date can also be to the left. Then a greeting on the left, the body of the letter (occupying most of the space in the letter), the farewell, and signature at the bottom. 3. Tell learners to read the letter. **CORE** **Feedback** Invite individual members of the class to share their thoughts to ensure they are all ready to begin reading the letter.
	Differentiation activities (Support): 1. Direct learners to the main body of the text so that they don't spend time worrying about the meaning of words within the address.
	Differentiation activities (Stretch): 1. Ask learners to think about what they can infer about Hamdah from her letter to Sana. For example: are they close friends?
Coursebook page 16	**Reading strategy** 1. Focus learners' attention on the *Reading strategy*. 2. Explain anything they are unsure of.
Coursebook page 16	**Writing: Activity 8** 1. Ask learners to tackle questions individually, writing down their answers. 2. When most of the learners have attempted all the questions, ask them to share their answers with the class, including their reasons for their answers. Ask probing follow-up questions if necessary, for example: *Which words tell you that?* 3. Ask learners, *What is the purpose of the text?* (Answer: to share feelings and information with a friend). Prompt learners to find the following in the text: asking for advice, asking permission, requesting and offering.

	CORE
	Feedback
	Check understanding of answers from the class. Model appropriate answers if learners have difficulty and ask them to find other words in the text to support the inference.
	Answers
	1. Malaga, Spain; 2. Abu Dhabi; 3. She thinks it is interesting, but she is homesick and wants to be back in Abu Dhabi. She uses the word 'homesick'.; 4. Hiking in the mountains and walking in villages.; 5. Pottery and postcards.
	Differentiation activities (Support):
	1. Ask learners to work in pairs to answer the questions. They should discuss their answers and try to agree on what is the relevant part of the text for each answer.
	Differentiation activities (Stretch):
	1. Ask learners to use quotations from the letter to support their answers. Ask them to talk about the negatives and positives of Hamdah's stay in Spain according to her letter.
Workbook page 16	**Activity 4**
	1. Read the letter out loud to the class, or ask class members to take turns reading out a sentence of the letter each. Correct pronunciation where necessary.
	2. Ask learners to add the labels to the leader lines to show the address, date, greeting, body of letter, farewell and signature of the letter.
	3. Ask the class how formal they think this letter is.
	4. Encourage learners to compare the letter to the one in the Coursebook.
	5. Ask: *Why is it more formal?* (Because the writer is writing to a teacher rather than a friend.)
	DESIRABLE
	Feedback
	Circulate around the class checking work.
	Answers
	1 address; 2 date; 3 greeting 4 body of letter; 5 farewell; 6 signature;
	Differentiation activities (Support):
	1. Allow learners to work in pairs.
	Differentiation activities (Stretch):
	1. Ask learners to make a list of differences between the two letters.
Workbook page 17	**Activity 5**
	1. Ask learners to complete the table comparing formal and informal content in the letters.
	DESIRABLE
	Feedback
	Circulate around the class checking work.

Answers			
Feature	Informal	Formal	Same or different?
Information in the letter	It arrived last week.	I received it on the 10th of October.	Different: formal is more precise.
Greeting	Hi	Dear	Different: formal is more polite.
Use of contracted verbs (I'm, I've, we'll) **Or** **Use of full forms (I am, I have, we will)**	It's time for dinner. I can't wait	I have been here. I am looking forward to …	Different: full forms more usual in formal letters.
Sign off	Lots of love	Best wishes	Different: formal more reserved.
Signature	Hamdah	Hamdah Saadi	Different: formal used full name.

Differentiation activities (Support):

1. Focus on the greeting, farewell and signature. Why are the formal and informal letters different here? (It shows how well the writer and recipient know each other.)
2. How would learners speak to friends and teachers in person?

Differentiation activities (Stretch):

1. Ask learners to think about the tone of the letters. What makes the first letter more informal than the second?
2. Ask them to think about how personal the information is about feelings in the first letter and find examples of the differences between the letters.
3. What other ways does the language differ – names, descriptions.

Resources	Plenary
Board	1. Write up greetings and farewells from letters on the board (mix up the formal and informal phrases).

2. Point to the phrases one by one and ask learners to stand up if they think they are formal or remain sitting if they think they are informal.

Formal – *Dear, Sir, Yours faithfully, Sincerely*
Informal – *Hi, Dearest, Love from, See you soon*

3. Ask learners to think of more phrases to write on the board.
4. Allow them to come up and write the phrase (correct if necessary) and ask the class to again stand or sit depending if the phrases are formal or informal.
5. You might want to have another movement or gesture for when a phrase is neutral, for example, moving the head from side to side, waving, putting hands in the air.

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

Standards/SLOs:

(G7.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

(G7.1.1.1.5) Build on and extend the ability to understand and respond to a range of functions in conversations.

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

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

(G7.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G7.3.2.1.2) Identify an author's point of view or purpose in a text.