

LESSON PLAN

Grade: 7

Unit: 1 - Appearance and Personality

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing characters/people (Making simple inquiries) —What does your best friend look like? —S/he is beautiful/handsome, with curly hair and green eyes. —What is s/he like? —S/he is slimmer than me and s/he has short and dark hair. —My cousin is more outgoing than me; s/he has a lot of friends.</p> <p>Making simple comparisons (Giving explanations/reasons) S/he can play basketball well because s/he is taller than me.</p>	<p>Listening E7.1.L1. Students will be able to understand clear, standard speech on appearances and personalities.</p> <p>Spoken Interaction E7.1.SI1. Students will be able to talk about other people’s appearances and personalities.</p> <p>Spoken Production E7.1.SP1. Students will be able to report on appearances and personalities of other people.</p> <p>Reading E7.1.R1. Students will be able to understand a simple text about appearances, personalities, and comparisons including explanations and reasons.</p> <p>Writing E7.1.W1. Students will be able to write simple pieces to compare people.</p>
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors’ intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, Understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, Reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author’s intention, Questions and answers.</p> <p>Writing Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/e-mail/journal entry/etc., Writing a topic sentence/ thesis statement.</p>	

1st Week: 9-13 September Time: 40+40+40+40

Lesson 1: Introduction to Appearance and Personality

- **Objective:** Identify and categorize words related to appearance and personality.

WARM UP

Put the words into the correct categories. (Page 12)

- **Instructions:**

1. Distribute the list of words to students and ask them to categorize them under the headings of Appearance or Personality.
2. Instruct students to work in pairs and compare their categorizations.
3. Facilitate a class discussion, encouraging students to share their answers and reasons for their categorizations.

A. Reading & Speaking

A1. Match the words with the pictures. There is an extra word. (Page 12)

- **Instructions:**

1. Show students the pictures and ask them to match each picture with the correct word from the list.
2. Encourage students to work individually and then check their answers with a partner.
3. Review the answers as a class and ask students to explain their choices.

A2. Read the descriptions and match them with the pictures. There is an extra picture. (Page 13)

- **Instructions:**

1. Instruct students to read the descriptions and match them with the correct pictures.
2. Allow students to work in small groups to discuss their answers.
3. Ask groups to share their matches with the class, explaining the reasoning behind their choices.

Lesson 2: Describing Appearances

- **Objective:** Develop skills in reading and understanding descriptions of people.

A3. Read the descriptions in activity A2 again and write the names of the people in the blanks. (Page 13)

- **Instructions:**

1. Ask students to reread the descriptions from activity A2 and fill in the blanks with the correct names.
2. Have students check their answers with a partner.
3. Discuss as a class, asking students to justify their answers based on the descriptions.

A4. Work in pairs. Describe your appearance to your partner as in activity A2. (Page 13)

- **Instructions:**

1. Pair up students and have them describe their appearance to their partner, using the vocabulary from activity A2.
2. Encourage them to practice using new words and phrases.
3. Ask volunteers to share their descriptions with the class to build confidence and improve speaking skills.

Lesson 3: Identifying and Describing Personality Traits

- **Objective:** Learn and practice using vocabulary related to personality traits.

B. Reading & Speaking & Writing

B1. Match the words with the pictures. There are two extra words. (Page 14)

- **Instructions:**

1. Provide students with the list of words and pictures. Ask them to match the words with the correct pictures.
2. Have them discuss their answers with a partner to promote collaborative learning.
3. Review the answers as a class, asking students to provide reasons for their choices.

B2. Read the texts and tick TRUE or FALSE. (Page 15)

- **Instructions:**

1. Ask students to read the texts carefully and determine whether the statements provided are true or false.
2. Instruct them to compare their answers with a partner.
3. Facilitate a class discussion where students share their answers and explain their reasoning.

Lesson 4: Comprehension and Discussion

- **Objective:** Enhance comprehension skills and encourage discussions about appearances and personalities.

B3. Read the texts in activity B2 again and circle the correct answer. (Page 15)

- **Instructions:**

1. Instruct students to reread the texts and circle the correct answers for the questions provided.
2. Encourage them to discuss their answers in small groups and explain their choices.
3. Review as a class, asking for justifications and clarifying any misunderstandings.

B4. Work in pairs. Talk about other people's appearances and personalities. Ask the questions to each other and answer them as in the example. (Page 16)

- **Instructions:**

1. Pair students and provide them with questions about people's appearances and personalities.
2. Ask them to take turns asking and answering the questions, encouraging them to use vocabulary from the lesson.
3. Invite pairs to share their dialogues with the class to practice speaking skills and build confidence.

2nd Week: 16-20 September Time: 40+40+40+40

Lesson 1: Comparing People's Appearances and Personalities

- **Objective:** Develop comparative skills in discussing appearances and personalities.

B5. Compare yourself with your best friend. Write simple sentences as in the example. (Page 16)

- **Instructions:**

1. Ask students to write sentences comparing themselves with their best friend using the given example.
2. Have them work in pairs to check each other's sentences for grammar and content.
3. Encourage students to share their sentences with the class to practice speaking.

C. Listening & Speaking

C1. Look at the pictures with some personal information. Use the given words and compare the people in the pictures as in the example. (Page 16)

- **Instructions:**

1. Provide students with pictures and ask them to use the given words to compare the people as shown in the example.
2. Encourage students to work in pairs to create comparisons.
3. Ask several pairs to present their comparisons to the class to practice speaking.

Lesson 2: Listening and Filling in the Blanks

- **Objective:** Improve listening skills and practice filling in blanks with the correct information.

C2. Listen to the dialogue and fill in the blanks with the words you hear. (Page 17)

- **Instructions:**

1. Play the audio of the dialogue and ask students to fill in the blanks with the words they hear.
2. Allow them to listen again if needed and compare their answers with a partner.
3. Discuss the correct answers as a class and encourage students to justify their choices.

C3. Listen to the dialogue in activity C2 again. Circle the correct answers of the questions. (Page 17)

- **Instructions:**

1. Play the audio again and instruct students to listen carefully to circle the correct answers to the questions.
2. Encourage students to compare answers in small groups and discuss any differences.
3. Review as a class, prompting students to provide evidence for their choices.

Lesson 3: Reporting and Describing

- **Objective:** Practice reporting on people's appearances and personalities.

C4. Bring one of your family members' / friends' photo. Report on his / her appearance and personality. Compare him / her with yourself as in the example. (Page 17)

- **Instructions:**

1. Ask students to bring a photo of a family member or friend and write a short report comparing their appearance and personality with their own.
2. Encourage students to present their reports to the class, practicing speaking and descriptive skills.
3. Provide feedback and praise for effort and creativity to motivate students.

Lesson 4: Vocabulary Development and Writing Practice

- **Objective:** Enhance vocabulary related to appearance and personality and practice writing.

D. Listening & Writing

D1. Fill in the blanks with the words below. There is an extra word. (Page 18)

- **Instructions:**

1. Distribute the list of words and ask students to fill in the blanks with the correct words, noting there is an extra word.
2. Instruct students to check their answers with a partner to encourage collaborative learning.
3. Review answers as a class, discussing any incorrect answers and providing clarification.

3rd Week: 23-27 September Time: 40+40+40+40

Lesson 1: Listening and Completing Tasks

- **Objective:** Develop listening skills by completing specific tasks based on audio content.

D2. Listen to the speaker. Tick the correct column. (Page 18)

- **Instructions:**

1. Play the audio and ask students to listen carefully and tick the correct column based on the information provided.
2. Allow students to compare their answers with a partner and discuss any discrepancies.
3. Review the answers as a class and encourage students to explain their choices.

D3. Compare your grandparents. Write simple sentences about their appearances and personalities. Use the words below. (Page 18)

- **Instructions:**

1. Ask students to write sentences comparing their grandparents using the provided words.
2. Encourage them to work in pairs to share their sentences and provide feedback to each other.
3. Invite some students to read their sentences aloud to practice speaking and build confidence.

Lesson 2: Project-Based Learning

- **Objective:** Apply learned vocabulary and structures to a creative project.

PROJECT: Prepare a poster of a famous person you like. Describe his / her appearance and personality.

(Page 18)

- **Instructions:**

1. Ask students to choose a famous person they like and create a poster describing their appearance and personality.
2. Provide materials and encourage creativity in designing their posters.
3. Have students present their posters to the class, practicing speaking and descriptive skills.

Lesson 3: Reviewing and Practicing Descriptive Language

- **Objective:** Review and practice using descriptive language to talk about people.

LET'S PRACTICE: A. Look at the pictures and make sentences about their appearance as in the example.

(Page 19)

- **Instructions:**

1. Display the pictures and ask students to write sentences describing the appearance of the people shown, following the given example.
2. Encourage them to work in pairs to share their sentences and give feedback to each other.
3. Discuss as a class, asking students to share their sentences and correcting any mistakes.

Lesson 4: Consolidating Vocabulary and Grammar

- **Objective:** Reinforce vocabulary and grammar related to appearance and personality.

B. Match the words with the sentences. There is an extra word. (Page 19)

• **Instructions:**

1. Provide students with the list of words and sentences, asking them to match the words with the correct sentences.
2. Encourage them to check their answers with a partner and discuss any differences.
3. Review the answers as a class and ask students to explain their matches.

4th Week: 30 September-4 October Time: 40+40+40+40

Lesson 1: Interactive Activities and Games

- **Objective:** Engage students in interactive speaking activities to practice vocabulary.

C. Work in pairs. Read the instructions and play the game in turns. (Page 20)

• **Instructions:**

1. Explain the rules of the game and pair students to take turns describing and guessing characters.
2. Monitor and provide feedback on their use of vocabulary and grammar.
3. Encourage all students to participate actively by taking turns and sharing their answers with the class.

Lesson 2: Self-Reflection and Writing Practice

- **Objective:** Reflect on personal traits and practice writing descriptive sentences.

D. Make a list of your appearance and personality traits. (Page 21)

• **Instructions:**

1. Ask students to make a list of words describing their appearance and personality.
2. Encourage them to use the words from the unit to complete their lists.
3. Invite students to share their lists with a partner or the class, providing feedback on their choices.

E. Look at the lists in activity D. Write sentences about your appearance and personality as in the example. (Page 21)

• **Instructions:**

1. Instruct students to use their lists to write sentences describing themselves, following the example provided.
2. Pair students to exchange sentences and provide feedback.
3. Discuss as a class, asking for volunteers to share their sentences.

Lesson 3: Listening Comprehension and Analysis

- **Objective:** Improve listening comprehension and analytical skills through exercises.

F. Listen to the speaker. Choose the correct picture. (Page 21)

• **Instructions:**

1. Play the audio and ask students to listen carefully to choose the correct picture based on the description.
2. Allow students to compare their answers with a partner and discuss any differences.
3. Review as a class, encouraging students to explain their choices and discuss any misunderstandings.

Lesson 4: Reading Comprehension and Discussion

- **Objective:** Enhance reading comprehension and promote discussion.

G. Read the text and fill in the blanks with the correct forms of the adjectives. (Page 22)

• **Instructions:**

1. Ask students to read the text carefully and fill in the blanks with the correct forms of adjectives.
2. Encourage them to check their answers with a partner and discuss any mistakes.
3. Facilitate a class discussion where students share their answers and explain their reasoning.

H. Read the text in activity G again and answer the questions. (Page 22)

• **Instructions:**

1. Have students read the text again and answer the comprehension questions provided.

2. Pair them to compare answers and discuss any discrepancies.
3. Review answers as a class, asking students to provide evidence from the text to support their answers.

I. Bring one of your family members or friend's photo to the classroom. Report on people's appearances and personalities. Compare the people in the photo. Use the given words. (Page 22)

• **Instructions:**

1. Ask students to bring a photo and write a report on the appearance and personality of the people in the photo, using the words provided.
2. Facilitate group sharing of their reports to encourage peer learning and feedback.
3. Provide constructive feedback to each student to guide their learning process.

This Plan is successfully applied during within the scheduled time.

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