

LESSON PLAN

Grade: 7

Unit: 2 - Sports

| FUNCTIONS& USEFUL LANGUAGE: | LANGUAGE SKILLS & OUTCOMES: |
|---|---|
| <p>Talking about routines and daily activities —Do you often go on a diet? —I never/sometimes/often/usually/ always go on a diet. —How often do you exercise/train? —Once a month./Twice a day./Three times a week. He usually goes jogging in the park.</p> <p>Describing what people do regularly (Giving explanations and reasons) I never/sometimes/often/usually/ always wake up early in the mornings. S/he eats healthy food and runs once/ twice a day because s/he wants to win a medal. They are never/sometimes/often/ usually/always late to gym.</p> | <p>Listening E7.2.L1. Students will be able to recognize frequency adverbs in simple oral texts.</p> <p>Spoken Interaction E7.2.SI1. Students will be able to ask questions related to the frequency of events.</p> <p>Spoken Production E7.2.SP1. Students will be able to talk about routines/daily activities by using frequency adverbs and giving explanations and reasons.</p> <p>Reading E7.2.R1. Students will be able to understand short and simple texts on sports.</p> <p>Writing E7.2.W1. Students will be able to write pieces about routines/daily activities by using frequency adverbs.</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> | |

5th Week: 7-11 October Time: 40+40+40+40

Lesson 1: Introduction to Sports

- **Objective:** Identify and name different sports and discuss preferences.

WARM UP

Write the names of the sports under the correct picture and answer the questions. (Page 24)

• Instructions:

1. Display the pictures of different sports on the board and ask students to write the names of each sport under the correct picture.
2. Encourage students to work individually first and then discuss their answers with a partner to ensure understanding.
3. Facilitate a class discussion by asking each student which sport they would like to try and why, promoting engagement and speaking skills.

A. Listening & Speaking

A1. Circle the correct choice. (Page 24)

- **Instructions:**

1. Read out the sentences and ask students to circle the correct choice from the given options.
2. Allow students to work in pairs to compare their answers and discuss any differences.
3. Review the answers as a class, encouraging students to explain their reasoning for their choices.

Lesson 2: Listening Comprehension and Dialogue Practice

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

A2. Listen to the dialogue and fill in the blanks with the words you hear. (Page 25)

- **Instructions:**

1. Play the audio of the dialogue twice, asking students to listen carefully and fill in the blanks with the words they hear.
2. Have students compare their answers with a partner to check for accuracy.
3. Review the answers as a class and encourage students to discuss why they chose each word.

A3. Work in pairs. Ask the questions in the questionnaire to your partner and tell the result to your classmates. (Page 25)

- **Instructions:**

1. Provide the questionnaire and ask students to work in pairs, taking turns to ask and answer each question.
2. Instruct students to tally their partner's answers and determine the result based on the provided criteria.
3. Encourage each pair to share their results with the class, fostering a group discussion about their findings.

Lesson 3: Speaking and Writing Activities

- **Objective:** Develop skills in using frequency adverbs and discussing routines.

B1. Look at the table below and complete the "YOU" column. Use "always, often, sometimes, rarely, never" in your answers. (Page 25)

- **Instructions:**

1. Ask students to fill in the "YOU" column of the table with how often they perform each activity, using the given frequency adverbs.
2. Allow students to check their answers with a partner to compare and discuss their routines.
3. Facilitate a class discussion by asking a few students to share their answers and reasons.

B2. Work in pairs. Ask questions to each other and complete the "YOUR PARTNER" column in the table in activity B1 as in the example. (Page 25)

- **Instructions:**

1. Pair up students and instruct them to ask each other questions to fill in the "YOUR PARTNER" column in the table.
2. Monitor the conversations, providing support and feedback as needed.
3. Ask several pairs to present their findings to the class, enhancing speaking and listening skills.

Lesson 4: Describing Routines and Activities

- **Objective:** Practice writing sentences and presenting information.

B3. Look at the table in activity B1 again and tell about your and your partner's routines to your classmates. Give explanations and reasons as in the example. (Page 26)

- **Instructions:**

1. Ask students to use the information from the table to describe their own and their partner's routines, providing explanations and reasons.
2. Encourage students to practice their sentences in pairs before presenting them to the class.

3. Facilitate a class discussion, asking students to share their routines and listen to their classmates' descriptions.
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6th Week: 14-18 October Time: 40+40+40+40

Lesson 1: Understanding and Organizing Information

- **Objective:** Practice organizing information by matching headings and filling in fact files.

C1. Look at the picture and answer the questions. (Page 26)

- **Instructions:**

1. Show the picture to the class and ask the questions provided, encouraging students to answer based on the visual cues.
2. Allow students to discuss their answers with a partner before sharing with the class.
3. Facilitate a class discussion, ensuring all students understand the content and context of the picture.

C2. Read the text carefully and put the headings in the correct places. There is an extra heading. (Page 26)

- **Instructions:**

1. Ask students to read the text thoroughly and match the correct headings to each section.
2. Encourage students to work individually and then check their answers with a partner.
3. Review the answers as a class, prompting students to explain their choices and reasoning.

Lesson 2: Fact-Finding and Presentations

- **Objective:** Develop presentation skills using information from a fact file.

C3. Read the text in activity C2 again. Complete the fact file about Usain Bolt. (Page 27)

- **Instructions:**

1. Ask students to reread the text and complete the fact file with the correct information about Usain Bolt.
2. Have them compare their answers with a partner to ensure accuracy.
3. Facilitate a class discussion where students share their answers and discuss the key points.

C4. Look at the information and give a presentation about Messi. (Page 27)

- **Instructions:**

1. Provide students with the information about Messi and ask them to prepare a short presentation.
2. Encourage students to practice their presentation with a partner before presenting to the class.
3. Offer constructive feedback and praise to build confidence and improve public speaking skills.

Lesson 3: Interactive Questioning and Reporting

- **Objective:** Practice asking and answering questions about routines.

C5. Work in pairs. Ask questions about Messi's daily routines to each other and tick the correct column on your card. Card B is on page 131. (Page 27)

- **Instructions:**

1. Pair students and instruct them to ask and answer questions about Messi's daily routines, using the cards.
2. Encourage students to listen carefully and tick the correct column on their card.
3. Have students share their findings with the class to practice speaking and listening.

Lesson 4: Describing and Writing Activities

- **Objective:** Develop writing skills by describing sports and personal routines.

D1. Look at the picture and tick the correct boxes. (Page 28)

- **Instructions:**

1. Display the picture and ask students to tick the correct boxes based on what they see.
2. Allow students to check their answers with a partner and discuss any discrepancies.
3. Review the answers as a class, asking students to explain their choices.

7th Week: 21-25 October Time: 40+40+40+40

Lesson 1: Reading Comprehension and Descriptions

- **Objective:** Improve reading comprehension and writing skills through descriptive activities.

D2. Read the text and answer the questions. (Page 28)

- **Instructions:**

1. Ask students to read the text carefully and answer the questions provided.
2. Have students compare their answers with a partner to discuss any differences.
3. Facilitate a class discussion, encouraging students to share their answers and explanations.

D3. Choose a sport. Write a paragraph and describe it. Include the answers to the questions below. (Page 28)

- **Instructions:**

1. Ask students to choose a sport and write a descriptive paragraph, answering the given questions.
2. Encourage them to work in pairs to review and edit each other's paragraphs for clarity and accuracy.
3. Have students present their paragraphs to the class, promoting speaking and listening skills.

Lesson 2: Vocabulary Development and Football Terminology

- **Objective:** Learn and practice vocabulary related to football.

E1. Circle the words about football. (Page 29)

- **Instructions:**

1. Provide the list of words and ask students to circle the words related to football.
2. Allow them to check their answers with a partner to reinforce vocabulary.
3. Review as a class, discussing each word's meaning and usage in football.

E2. Read the speech and circle the correct answer. (Page 29)

- **Instructions:**

1. Ask students to read the speech and circle the correct answers from the options given.
2. Encourage them to work in pairs to compare answers and discuss their reasoning.
3. Facilitate a class discussion, ensuring students understand the context and content of the speech.

Lesson 3: Understanding and Using Contextual Vocabulary

- **Objective:** Practice using vocabulary in context through dialogue completion.

E3. Read the dialogue below and fill in the blanks with the given words. There is an extra word. (Page 29)

- **Instructions:**

1. Provide the dialogue and the list of words. Ask students to fill in the blanks using the correct words.
2. Encourage them to work in pairs to discuss their answers and explain their choices.
3. Review the answers as a class, clarifying any misunderstandings.

E4. Look at the picture and describe it to your classmates. Use the words below. (Page 30)

- **Instructions:**

1. Display the picture and ask students to describe it using the given words.
2. Have students work in small groups to create their descriptions and present them to the class.
3. Offer feedback and encourage creativity in using vocabulary.

Lesson 4: Engaging in Games and Group Activities

- **Objective:** Encourage interactive learning through games and collaborative projects.

GAME: Work in groups of five. Play the game with your friends as in the example. (Page 30)

- **Instructions:**

1. Divide the class into groups of five and explain the rules of the game.
2. Monitor the groups, providing support and encouragement as needed.

3. Facilitate a class discussion after the game to reflect on the learning experience.

PROJECT: Choose a famous sports figure from your own or another country. Write about his / her routines or daily activities. (Page 30)

- **Instructions:**

1. Ask students to select a famous sports figure and write about their routines or daily activities.
 2. Encourage them to use the vocabulary and structures learned in the unit.
 3. Have students present their projects to the class, fostering a collaborative learning environment.
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8th Week: 28 October-1 November Time: 40+40+40+40

Lesson 1: Practicing and Reviewing Knowledge

- **Objective:** Review and consolidate knowledge through practice activities.

LET'S PRACTICE: A. Read the questions and give examples. (Page 31)

- **Instructions:**

1. Provide students with the questions and ask them to provide examples based on their own experiences.
2. Pair students to share their answers and discuss different perspectives.
3. Facilitate a class discussion to review all answers and clarify any doubts.

Lesson 2: Writing Descriptive Texts and Information Retrieval

- **Objective:** Practice writing descriptions and retrieving specific information.

B. Look at the picture and the related information. Write a description of the given sport. (Page 31)

- **Instructions:**

1. Ask students to examine the picture and related information carefully, then write a description of the sport.
2. Encourage peer review by having students exchange their descriptions and provide feedback.
3. Discuss the descriptions as a class, highlighting good examples and providing constructive feedback.

Lesson 3: Engaging in Puzzle and Matching Activities

- **Objective:** Develop problem-solving skills through puzzles and matching exercises.

C. Look at the pictures. Find each sport in the puzzle. (Page 32)

- **Instructions:**

1. Provide the puzzle and ask students to find each sport listed.
2. Allow students to work individually or in pairs to complete the puzzle.
3. Review the answers as a class, discussing strategies for solving puzzles efficiently.

D. Match the questions with the answers. There is an extra answer. (Page 32)

- **Instructions:**

1. Provide the list of questions and answers, instructing students to match them correctly.
2. Encourage students to work in pairs to compare and discuss their matches.
3. Review the correct matches as a class, asking students to explain their reasoning.

Lesson 4: Listening Comprehension and Questioning Techniques

- **Objective:** Enhance listening skills and practice answering comprehension questions.

G. Listen to the speaker. Fill in the blanks with the words you hear. (Page 34)

- **Instructions:**

1. Play the audio and ask students to listen carefully and fill in the blanks with the words they hear.
2. Allow them to listen twice and compare their answers with a partner.
3. Review the answers as a class, discussing any challenging parts of the listening task.

H. Read the text in activity G again and circle the correct answer. (Page 34)

- **Instructions:**

1. Ask students to read the text again and circle the correct answers from the given options.

2. Encourage them to work in pairs to compare answers and justify their choices.
3. Review as a class, asking students to provide evidence from the text to support their answers.

This Plan is successfully applied during within the scheduled time.

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