

LESSON PLAN

Grade: 7

Unit: 4 - Wild Animals

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing the frequency of actions Tigers usually hunt during the day. Making simple inquiries Where do tigers live? —They live in Asia. Which animals are now extinct? Making simple suggestions What should we do to protect wildlife? —We should protect wild animals. —We shouldn't hunt them. Talking about past events (Giving explanations/reasons) Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them.</p>	<p>Listening E7.4.L1. Students will be able to understand past and present events in oral texts. E7.4.L2. Students will be able to identify the names of wild animals in simple oral texts. Spoken Interaction E7.4.SI1. Students will be able to ask people questions about characteristics of wild animals. Spoken Production E7.4.SP1. Students will be able to make simple suggestions. E7.4.SP2. Students will be able to report on past and present events. Reading E7.4.R1. Students will be able to understand past and present events in simple texts including explanations and reasons. E7.4.R2. Students will be able to spot the names of wild animals in simple texts. Writing E7.4.W1. Students will be able to write pieces describing wildlife.</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>	

13th Week: 9-13 December Time: 40+40+40+40

Lesson 1: Identifying Animal Names and Categories

- **Objective:** Identify names and categories of wild animals.

WARM UP

Circle the names of the animals in the pictures. (Page 48)

- **Instructions:**

1. Display the pictures from page 48 and ask students to circle the names of the animals they recognize.

2. Pair students to compare their answers and discuss any differences.
3. Facilitate a class discussion to review all answers, encouraging students to share their answers and reasoning.

A. Reading

A1. Write some examples of animals for each category as in the example. (Page 49)

- **Instructions:**

1. Provide students with a list of animal categories and ask them to write examples for each category.
2. Allow students to work in small groups to brainstorm more examples and add to their lists.
3. Review the examples as a class, encouraging students to contribute their findings.

Lesson 2: Reading for Specific Information

- **Objective:** Develop reading comprehension by categorizing animals.

A2. Read the text and write the animals in the text under the correct categories. (Page 49)

- **Instructions:**

1. Ask students to read the text and write the names of the animals under the correct categories provided.
2. Have students compare their categorized lists with a partner to check for accuracy.
3. Review the correct categories as a class, prompting students to explain their categorization choices.

A3. Read the sentences. Find the animals in the text and write their names in the blanks. (Page 49)

- **Instructions:**

1. Provide students with sentences from the text and ask them to identify and write the names of the animals in the blanks.
2. Pair students to discuss their answers and explain their reasoning.
3. Facilitate a class discussion, reviewing the answers and encouraging student participation.

Lesson 3: Extending Animal Vocabulary

- **Objective:** Expand vocabulary related to wild animals.

A4. Add 2 more animals for each category in activity A2. (Page 49)

- **Instructions:**

1. Ask students to add two more animals to each category from Activity A2 based on their knowledge or research.
2. Have students share their additions with a partner, discussing why they chose those animals.
3. Review all additions as a class, encouraging students to justify their choices.

Lesson 4: Speaking and Listening Skills Practice

- **Objective:** Improve speaking and listening skills through animal identification.

B. Listening & Speaking

B1. Tell the names of the animals in the pictures. (Page 50)

- **Instructions:**

1. Display the pictures and ask students to name the animals they see.
2. Encourage students to share their answers with a partner before discussing them as a class.
3. Review the correct animal names, prompting students to explain how they identified each animal.

14th Week: 16-20 December Time: 40+40+40+40

Lesson 1: Listening for Detail and Filling in Information

- **Objective:** Enhance listening skills and fill in missing information.

B2. Listen to the speaker and tick the animals you hear in activity B1. (Page 50)

- **Instructions:**

1. Play the audio of the speaker naming animals, asking students to tick the ones they hear from Activity B1.

2. Allow students to listen twice and compare their answers with a partner.
3. Review the correct answers as a class, prompting students to explain their reasoning.

B3. Listen to the speaker again and fill in the missing information on the chart. (Page 50)

- **Instructions:**

1. Play the audio again, asking students to fill in the missing information on the provided chart.
2. Pair students to compare their charts and discuss any discrepancies.
3. Facilitate a class discussion, reviewing the correct information and encouraging student participation.

Lesson 2: Developing Speaking Skills through Question and Answer

- **Objective:** Practice speaking skills by asking and answering questions about animals.

B4. Work in pairs. Choose an animal from the pictures in activity B1. Ask and answer questions by using the information in the table below. (Page 50)

- **Instructions:**

1. Pair students and ask them to choose an animal from the pictures and use the table to ask and answer questions.
2. Monitor the pairs, providing support and feedback as needed.
3. Encourage students to share their dialogues with the class, promoting active participation.

Lesson 3: Reading and Writing Descriptive Paragraphs

- **Objective:** Develop skills in reading riddles and writing descriptive paragraphs.

C. Reading & Speaking & Writing

C1. Read the riddles. Guess and write the names of the animals in the blanks. (Page 51)

- **Instructions:**

1. Provide students with riddles and ask them to guess the animals described, writing their names in the blanks.
2. Allow students to compare their answers with a partner and discuss any differences.
3. Review the correct answers as a class, encouraging students to explain their reasoning.

Lesson 4: Developing Report Writing Skills

- **Objective:** Practice writing reports based on animal fact files.

C2. Read the factfile about cheetah and answer the questions. (Page 51)

- **Instructions:**

1. Ask students to read the factfile about the cheetah and answer the comprehension questions.
2. Pair students to compare answers and discuss any discrepancies.
3. Facilitate a class discussion, reviewing the answers and prompting students to justify their responses.

15th Week: 23-27 December Time: 40+40+40+40

Lesson 1: Speaking and Information Exchange

- **Objective:** Improve communication skills through information exchange activities.

C3. Work in pairs. Choose one of the cards. Ask questions to each other and fill in the missing information on your cards. (Page 51)

- **Instructions:**

1. Pair students and give them cards with missing information; instruct them to ask questions to fill in the gaps.
2. Monitor the activity, providing feedback and support as needed.
3. Encourage pairs to share the information they gathered with the class, promoting collaboration.

Lesson 2: Writing Descriptive Paragraphs

- **Objective:** Develop writing skills by creating descriptive paragraphs.

C4. Look at the information on your card in activity C3 and write a paragraph to describe the koala bears.

(Page 51)

- **Instructions:**

1. Ask students to use the information on their cards to write a descriptive paragraph about koala bears.
2. Pair students to exchange their paragraphs and provide feedback.
3. Facilitate a class discussion, encouraging students to read their paragraphs aloud and discuss the descriptions.

Lesson 3: Exploring Endangered and Extinct Animals

- **Objective:** Understand the concepts of endangered and extinct species.

D. Reading & Speaking

D1. Match the expressions with the explanations. (Page 52)

- **Instructions:**

1. Provide the list of expressions and explanations, asking students to match them correctly.
2. Encourage students to work in pairs to compare their answers and discuss any differences.
3. Review the correct matches as a class, prompting students to explain their choices.

Lesson 4: Reporting on Endangered and Extinct Animals

- **Objective:** Develop research and presentation skills by reporting on animals.

D5. Choose an endangered or an extinct animal. Answer the questions below. Report on its past and present it to your classmates. (Page 53)

- **Instructions:**

1. Ask students to choose an endangered or extinct animal, answer the provided questions, and prepare a report.
2. Encourage students to present their reports to the class, promoting public speaking and presentation skills.
3. Provide constructive feedback and encourage peer evaluation to support learning.

16th Week: 30 December-3 January Time: 40+40+40+40

Lesson 1: Understanding Reasons for Extinction

- **Objective:** Identify reasons for animal extinction and propose solutions.

E. Listening & Writing & Speaking

E1. Tick the reasons for extinction. (Page 53)

- **Instructions:**

1. Ask students to listen to the provided information and tick the reasons for extinction on their worksheets.
2. Pair students to discuss their answers and reasons for their choices.
3. Review as a class, encouraging students to share their thoughts on the causes of extinction.

Lesson 2: Listening Comprehension and Information Retrieval

- **Objective:** Enhance listening skills and practice information retrieval.

E2. Listen to the TV program and fill in the missing information on the chart. (Page 54)

- **Instructions:**

1. Play the audio of the TV program and ask students to fill in the missing information on the provided chart.
2. Allow students to compare their answers with a partner and discuss any discrepancies.
3. Review the correct information as a class, prompting students to explain their reasoning.

Lesson 3: Proposing Solutions for Animal Protection

- **Objective:** Develop skills in writing suggestions and speaking persuasively.

E3. Write a list of the suggestions to protect the animals as in the example. Then, tell them to your classmates as in the example. (Page 54)

- **Instructions:**

1. Ask students to write a list of suggestions to protect animals, following the example provided.
2. Encourage students to share their suggestions with a partner and discuss the effectiveness of each.
3. Facilitate a class discussion, prompting students to present their suggestions and provide persuasive arguments.

Lesson 4: Project Preparation and Presentation

- **Objective:** Conduct research and create a poster project on wild animals.

PROJECT: Choose two wild animals and prepare a poster to describe them. Use pictures and narrate details about the animals' lives. Make suggestions to protect wild animals. (Page 54)

- **Instructions:**

1. Instruct students to choose two wild animals, research their characteristics, and create a poster with pictures and details.
2. Allow students to work in pairs or small groups to prepare their posters.
3. Facilitate a class presentation session, encouraging students to present their posters and discuss their findings.

LET'S PRACTICE Activities A-I (Pages 55-58)

- **Instructions:**

1. Provide all practice activities, asking students to complete them individually or in pairs.
2. Review each activity as a class, discussing answers and clarifying any doubts.
3. Encourage students to share their thoughts and reflections on what they have learned throughout the unit.

This Plan is successfully applied during within the scheduled time.

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