

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف دليل المعلم Book Access

[موقع المناهج](#) ⇐ [المناهج الإماراتية](#) ⇐ [الصف السابع](#) ⇐ [لغة انجليزية](#) ⇐ [الفصل الثاني](#)

روابط مواقع التواصل الاجتماعي بحسب الصف السابع



روابط مواد الصف السابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني

<a href="#">مراجعة في مادة اللغة الانكليزية</a>	1
<a href="#">حل الوحدة السابعة كتاب النشاط</a>	2
<a href="#">حل مذكرة الوحدة السادسة</a>	3
<a href="#">مذكرة الوحدة السادسة ملف مكون من 81 صفحة</a>	4
<a href="#">تحميل كتاب Coursebook</a>	5

# English Literacy Programme

## Access Book 7



almanahj.com/ae

مكتبة المعلمين

### TEACHERS' HANDBOOK

## Table of Contents

Introduction to Access Course .....	3
Introduction to Access Book .....	4
Lessons .....	5
Activities .....	7
Lesson Objectives .....	11
Sample Lesson Plans .....	12
Continuous Assessment .....	15
Answer Keys .....	16
Audio Scripts .....	24

## Introduction to Access Course

This Access Course is designed to build upon a foundation of English literacy and language skills. Struggling students will focus on more basic language and grammar skills that they may have missed out on due to a low level of literacy so that they may have a meaningful educational experience. The aim is that eventually students will be able to achieve success and re-join the mainstream curriculum once they have mastered the required skills. The Access Course will:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 5 Transport	<p><b>Reading:</b> Comment Article</p> <p><b>Writing:</b> Short comment Advantages and disadvantages</p>	<p><b>Listening:</b> Following directions Monologue Podcast</p> <p><b>Speaking:</b> Asking for and giving directions Expressing wishes Describing past experiences</p>	<p>Was/were Past simple</p>	<p>Transport Directions Travel</p>
Unit 6 Using maps	<p><b>Reading:</b> Maps and plans Short story</p> <p><b>Writing:</b> Description Notes</p>	<p><b>Listening:</b> Phone conversation</p> <p><b>Speaking:</b> Asking and answering questions Asking for help and giving instructions</p>	<p>Should Past simple negatives</p>	<p>Directions Exploring Daily life</p>
Unit 7 Living things around the world	<p><b>Reading:</b> Fact file Description</p> <p><b>Writing:</b> Description Short paragraph</p>	<p><b>Listening:</b> Talk Description</p> <p><b>Speaking:</b> Asking and answering questions Making suggestions</p>	<p>Past simple questions Relative clauses (defining)</p>	<p>Animals Environments</p>

## Introduction to Access Book

The Access Book was developed to build upon a foundation of English literacy and language skills. It is important that the book is supplemented with activities that will engage and involve students in their learning. It is essential that students are encouraged to become more responsible for their own learning by assisting them to succeed in building on their current literacy skills.

The book follows lesson patterns over the term, but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the students in a particular class. Perhaps some will achieve particular skills more readily than others, so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the Access book include:

1. **Variety of skill-related activities** – for explicit focus on different skills
2. **Key structures and vocabulary box** – makes expectations clear for students and teachers
3. **Explicit grammar practice** – explains essential grammar structures that may not have been previously understood by students
4. **Group and pair work opportunities** – encourages cooperative learning and communication
5. **Focused and simplified tip boxes** – encourages students to use specific reading and writing skills to achieve a higher fluency in language
6. **Level-appropriate language** – makes the content more accessible to the students so they have more chance of success in their learning
7. **Review** – includes lessons that focus on reviewing content from the unit to reinforce learning

The diagram illustrates the features of the Access Book page, with red arrows pointing to specific elements:

- Key structures and vocabulary box:** Points to the 'Key Structure' and 'Vocabulary' sections.
- Variety of skill-related activities:** Points to 'Activity 1 Vocabulary', 'Activity 2 Listening', 'Activity 3 Listening', and 'Activity 4 Speaking'.
- Explicit grammar points:** Points to the 'LANGUAGE TIP' box.
- Simplified tip boxes:** Points to the 'LISTENING TIP' and 'VOCABULARY' boxes.
- Explicit vocabulary practice:** Points to 'Activity 1 Vocabulary'.

**Unit 3: Nature and the world**  
**Lesson 1: Rainforests**

- What is a rainforest?
- What animals live in a rainforest?

**Activity 1 Vocabulary**  
Match the words to the pictures.

air medicine land rainforest percent

**Activity 2 Listening** TRACK 8  
Listen to a podcast about rainforests and complete the fact file.

**Fact File: Rainforests**

1. Tropical rainforests cover about \_\_\_\_\_% of the land in the world.
2. More than \_\_\_\_\_% of the world's plants and animals live and grow in rainforests.
3. \_\_\_\_\_% of all bugs live in rainforests.
4. The largest rainforest is the \_\_\_\_\_.
5. The \_\_\_\_\_ in the rainforest keep the air clean by releasing the oxygen we breathe.

**VOCABULARY**  
percent: out of 100; 50/100 is 50 percent (50%)  
oxygen: a gas in the air; we need it to breathe  
breathe: to take air in and out of your mouth

**Key Structure**  
Giving reasons  
Rainforests are important because animals live there.

**Vocabulary**  
rainforest, land, medicine, clean, air, percent

**Activity 3 Listening**  
Listen again. Are the sentences True or False?

- 1 The Amazon is the biggest rainforest in the world. T F
- 2 Nuts, coffee, lemons and oranges come from rainforests. T F
- 3 Many medicines come from rainforests. T F
- 4 Rainforests are becoming bigger. T F

**LANGUAGE TIP**  
Remember! We can use will to make predictions about the future. For negatives we can say will not or won't.

**Activity 4 Speaking**  
Talk to a partner and answer the questions.

Would you like to visit a rainforest? Why or why not?  
Why do you think rainforests are important?  
Why do we need parks or gardens in a city?  
Will rainforests become smaller in the future? Why or why not?

Rainforests are important because many animals live there.  
I think rainforests will get bigger. People will help the plants and animals.  
Cities need parks because they have trees.

## Lessons

Lessons generally appear in the order of listening/speaking followed by reading/writing. Additionally, each unit contains two language focus lessons which focus on the rules of language and allow students to develop their use of language.

### Language Focus

New language can be presented in many ways. Teachers can decide what works best for their students depending on students' level of knowledge and their individual needs. Many of the **language focus lessons** in the Access book facilitate a guided discovery approach. Other approaches that can be used are PPP (presentation, practice and production) and TTT (test, teach, test). Lessons can be adapted and supplementary activities can be used.

#### Guided discovery

Guided discovery is an active approach to learning that can be implemented at any level. Students are exposed to language first. They then use inference to understand the meaning. This is then followed by explicit rules and practice.

- 1 Expose students to the language through examples. Examples in context are most effective as they facilitate understanding. This can be carried out through reading and listening texts or using visuals like photos.
- 2 Teachers guide observation of language. This can be done through guided questions or activities (gap fills, matching examples to rules, etc.). Activities and questions should draw attention to language and allow students to hypothesise, compare and contrast.
- 3 Teachers use the information from 2, to state the rule, or elicit the rule from students.
- 4 Apply the rule in practice tasks of varying difficulty. Activities can move from more controlled activities (e.g. gap fills or matching activities) to freer practice (e.g. open-ended discussion questions or writing tasks).

#### PPP

This is a widely used approach with clear language aims. The three stages are presentation of the target language, practise of the language and production of the language.

**Present** This stage is used to introduce the target language. Teachers can use tools such as visual aids, questions, or drills to present the language. The goal of this stage is to present information, not facilitate immediate understanding.

**Practice** Students carry out controlled practice activities such as question and answer, read and repeat or role plays. Clearly defined correct and incorrect answers allow students to build an understanding of how language is used.

**Produce** Students can practice freely and explore the language. Freer activities include open-ended discussion questions and writing activities. Emphasis is placed on fluency more than accuracy.

#### TTT

With a TTT approach the aim is to find out what students do and do not already know. It is likely that learners will often have had prior exposure to the target language. It is beneficial to explore the extent of their knowledge to shape the lesson. Teachers should be prepared to adapt the lesson depending on the outcome of the test stage.

**Test** Start with a test to find out what students can and cannot do. This usually involves a form of controlled practice using the target language such as completing a text with the correct verb form. Students are monitored to inform the next stage.

**Teach** Teachers clarify the meaning, pronunciation and form of the target language. The test stage is used to inform the extent and coverage required in the teaching stage. For example, if students are able to complete a gap fill activity with the correct past simple verb forms but struggle with negative forms, then more time should be spent focussing on negative forms. It is important to do what the students have shown they need.

**Test** The next test stage is controlled practice similar to the first stage. Students should now be able to do the test stage as a result of the teach stage.

**Practice** Students practice the language through freer practice tasks to develop fluency.

### Key Aspects

Language focus lessons are presented in a logical manner to facilitate the teaching of meaning, pronunciation, form and use or application. Meaning addresses the meaning of the language and/or its meaning in the context in which it is used. Form refers to the visible and audible parts of language. Use is connected to meaning and refers to when and why the language is used. Teachers should use the lesson content as a guide for the extent of coverage required for the key language structure being taught. Knowledge of every aspect is required to fully understand a structure.

Example: Phrasal verbs

Meaning: There are literal phrasal verbs which can be understood by their individual parts. There are also figurative phrasal verbs where understanding the verb and the particle do not assist in comprehension. Additionally, there are phrasal verbs with more than one meaning. Teachers should use their own judgement and be aware that, at lower levels, it is not often necessary to cover all aspects of meaning for a particular language structure. Teachers can assess the level of explanation required by looking ahead at the lesson content and production activities.

Form: At a lower level, the form could be described as a two or three-part verb consisting of a verb and a particle. Phrasal verbs have their own stress patterns and pronunciation can be practiced before expanding upon use in order to facilitate reading.

Use: Phrasal verbs tend to be more common in spoken language and less common in formal writing.

### Considerations

It is important to remember that students do not learn structures one at a time, but with repeated practice and exposure over time, they will improve gradually. It takes time to master all aspects of a structure. Students at a beginner or lower level are more likely to rely on their native language to inform their understanding of English. Therefore, teachers should try to anticipate potential errors or misunderstandings in advance.

### Suggested reading

Thornbury, S. (1999). How to Teach Grammar. Pearson Education Limited  
Murphy, M. (2008) Essential Grammar in Use. Cambridge University Press

## Activities

### Picture brainstorm

- Provide students with a visual and ask them to brainstorm words about the visual.
- The best visuals to use for picture brainstorms are those with many different objects that relate to a single scene or topic.
- Provide words for students who are not able to find their own words, or provide words to start the activity.
- Provide students with possible categories for the words or ask them to come up with their own categories.
- Next, let students complete a 'fill in the blank' activity with sentences about the visual and the words from their brainstorm - sentences prepared by teacher.
- Students make their own 'fill in the blank' sentences using the words from the brainstorm and swap these sentences with others to complete.
- Students develop sentences into paragraphs.
- Structure paragraphs into simple essays.
- Finally, choose a title for the essay.

### Speech bubbles and Think bubbles

- Provide students with images of people or other characters and students work in pairs or small groups.
- Ask students to create think or speech bubbles for the people or characters in the visual.
- Provide students with laminated speech or think bubbles and let them use dry wipe pens to fill in the bubbles.
- Scaffold the activity by adding sentence starters to the bubbles.
- Students act out the conversations or thoughts of people or characters.
- Group some of the images and see if students can link and connect conversations and thoughts from their visuals.
- With carefully chosen visuals students develop short narratives from a range of visuals.

### Draw the picture

- Describe a visual to the students and they draw what they understand from the description.
- Students can also work in pairs. Student A describes the visual and student B responds by drawing.

### Match the description

- Provide students with a set of visuals and matching descriptions.
- Students work in pairs. Student A describes the visual, and student B identifies the matching description.

### Make questions

- Provide students with visuals and flashcards with the words: *what, why, who, where, when, why, how*. Ask them to make questions about the visuals.
- Place a stack of visuals and flash cards face down on the table. Students pick up a visual and flash card to make questions.
- Teacher can provide question starters for this activity.

### Compare and contrast

- Provide students with two visuals and students work in pairs or small groups.
- Students develop sentences about the visuals to identify similarities and differences.
- The teacher provides sentence starters or sentence frames as scaffolds.

### Every face tells a story

- Provide students with a range of portraits (different gender, age, etc.).



- Ask students to classify the portraits. Ask them to explain their choice for classification.
- Ask students to talk about the people in the portraits. Ask questions such as: *Who do you think this person is? Who do you think took this portrait? What do you think the person in the portrait is looking at? Do you think the person in the portrait knows the photographer? Would you like to meet this person? Why?*
- If possible, ask students to collect portraits from magazines or newspapers that they think are interesting, and then share their ideas about the portraits in class.

**Make a story**

- Provide students with visuals and ask them to make a short story about the visuals.
- Alternatively, ask students to take photographs or bring photographs and then make stories.
- Students could also join visuals to make a story or combine their stories.

**Picture categories**

- Provide students with a wide range of visuals and ask them to categorise the visuals and name the categories.
- Alternatively, provide students with categories and ask them to categorise the images. Ask students to explain why they think the visuals belong to the given categories.

**Word sort**

- Students sort words into different categories provided by the teacher. Categories can range from topics, word types, etc.
- Next, students make their own classification for words.

**Sentence sort**

- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

**Picture word match**

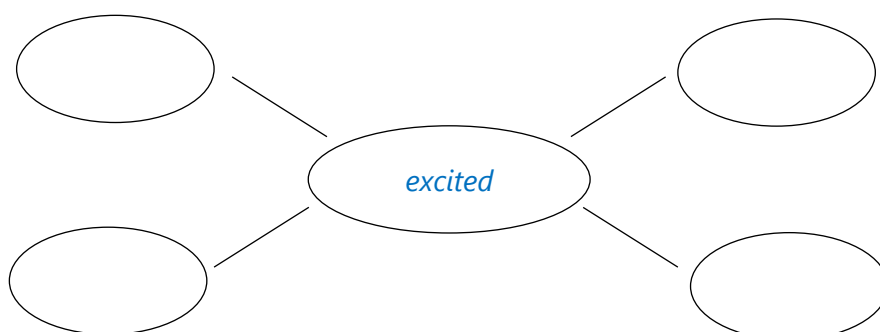
- Provide students with a selection of images and matching words.
- Students match words to pictures.

**Definition, word and picture match**

- Provide students with pictures, words and definitions.
- Students match the word definitions and pictures.
- Students work in a small group of three. Each student has either the words, definitions or picture. Students show, describe or read their cards, and other students find the matching cards.

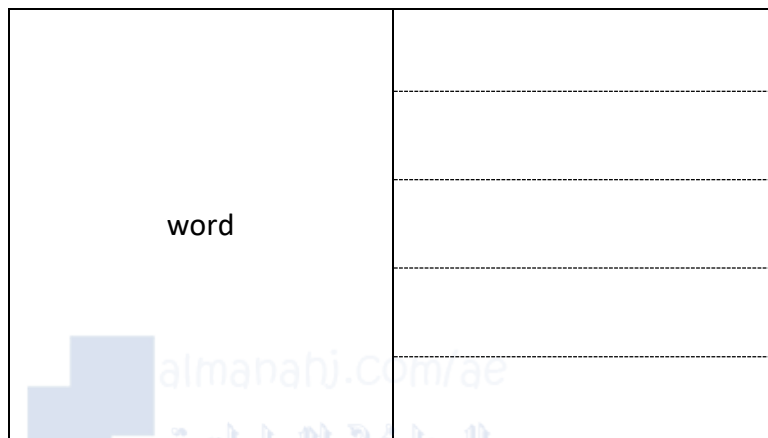
**Word web**

- Students write a word in the centre of the page.
- Students write the meaning, characteristic, synonym, antonym, definition or draw a picture of the word in the other parts of the web.



### Vocabulary foldable

- Provide each student with a copy of a blank foldable. Students fold the page in half horizontally and snip on the dotted lines to create five flaps.
- Students open the large flap and write the word. They then open the other flaps and write definitions, sentences, symbols or make drawings to help them remember the word.



### Memory game

- The teacher writes all the words from a specific topic on the board. Students should be familiar with the words used in this activity.
- Students study the words for three minutes. The words are covered or erased.
- Students write down all the words they can remember.
- The same activity could be repeated using sentences.

### Personal dictionaries

- Students create their own dictionaries using pictures, symbols, etc.
- With guidance from the teacher, students categorise the words in alphabetical order, according to the topic or subject, sounds, morphological structure, etc.
- They could also draw a picture next to each word or add a language feature.

### Who has the Word?

- Provide students with a selection of focus vocabulary words on cards and a set of questions which includes all the words. The questions read: *Who has the word elephant? Who has the word camel? Who has the word gazelle?* etc.
- Students work in small groups.
- The selection of word cards is divided equally amongst the students.
- Students place the question cards face down in front of themselves. They turn over their word cards for all to see.
- Students take turns to pick up a question card and read it to the whole group to hear. The student who has the word responds by saying, *'I have the word ....'*
- A different variation of the game is to provide students with definitions of words then play the game in the same way using the definitions instead of the words.

### Sentence Building

- Provide students with chopped up sentences related to the language and content of a topic.
- Students build the sentences.

### Masked Text

- Mask a text by covering most of the words in the text.

- Expose some key words or phrases only.
- Ask students to make predications from the words or phrases they can see.

### Board games

- Provide students with a simple template of a board game.
- Students use the content of a simple story, text or theme to make a board game.
- Students make questions and answer keys for the game and swap games with peers.

### Word wall

- Display all key vocabulary and language for students to access.
- Allow students to add words or language to the wall.

### Guess the word

- Provide students with word cards.
- Students describe the word and the others guess the word, e.g. *'baby'* – very small / cries a lot / cannot walk, etc.

### Role play

- Provide students with simple dialogues to perform.
- Support students to write their own dialogues or short plays to role play.
- Students choose characters from a story or parts of a story to present.
- Allow students to use puppets or other props.

### What's on the menu?

- Make a 'buffet' of words, phrases or pictures. Place these on paper plates.
- Students choose from the 'buffet' and make sentences, role plays, short dialogues, etc., using the 'food' from the 'buffet.'

### What's in the bag?

- Place objects in a cloth bag.
- Students take turns to feel the object. They talk about what they feel and guess the object.

### Book walk

'Walk' through the book before reading. Ask students questions about the cover - what they see, what they think the story or text will be about, etc. Implement various reading strategies to support students' understanding of a text.

- Make connections – activate prior knowledge of students. Ask questions such as: *'What does the story remind you of?'*, *'Have you read any stories about.....?'*, etc.
- Make predictions – support students to make predictions about the text. Ask questions such as: *'What do you think will happen next?'*, *'What do you think the character will do?'*, etc.
- Get students to activate all their senses – ask students questions such as: *What do you see in your mind when you read this? What do you smell when you read this? What do you hear when you read this? How does what I feel / hear / see / smell / taste help me to understand the story?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: *'first, later, next, after that, sometime after, then'*. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.
- Summarise – assess students' understanding of a whole text, paragraph or section of a text through summarising or finding the main idea. Ask questions such as: *What was the most important part? What is the most important information?*

# Lesson Objectives

## Unit 5

- Lesson 1: To ask for and give directions
- Lesson 2: To write about public transport in your city
- Lesson 3: To discuss where to go using different means of transport
- Lesson 4: To identify and speak about road signs
- Lesson 5: To discuss and write about the pros and cons of cycling
- Lesson 6: To properly use the past tense of the verb 'to be'
- Lesson 7: To listen to and understand a podcast about hot-air balloons
- Lesson 8: To use regular past simple verbs
- Lesson 9: To describe transport using positive and negative adjectives
- Lesson 10: To review vocabulary, skills and language from Unit 5

## Unit 6

- Lesson 1: To identify the different places within a city
- Lesson 2: To write about your favourite place
- Lesson 3: To listen to and have conversations about the Dubai metro
- Lesson 4: To read emails using *should/shouldn't* for advice
- Lesson 5: To discuss possible tours using 'would like'
- Lesson 6: To create and write about a floor plan for a library
- Lesson 7: To ask and answer Yes/No questions using past simple negatives
- Lesson 8: To read about explorers through texts with irregular past simple verbs
- Lesson 9: To read, comprehend and discuss a story containing past simple verbs
- Lesson 10: To review vocabulary, skills and language from Unit 6

## Unit 7

- Lesson 1: To describe animals using specific related vocabulary
- Lesson 2: To read about interesting animals and write about your favourite animal
- Lesson 3: To ask and answer questions in the past simple
- Lesson 4: To listen to and speak about protecting our wildlife from plastic
- Lesson 5: To read and speak about different types of birds
- Lesson 6: To identify, understand and produce relative clauses
- Lesson 7: To read and discuss a fact file about polar bears
- Lesson 8: To listen to a conversation about plastic in the ocean and discuss solutions
- Lesson 9: To write fact files and a paragraph about an animals
- Lesson 10: To review vocabulary, skills and language from Unit 7

## Sample Lesson Plans

<b>Lesson Plan</b>		<b>Grade: 7</b>
<b>Teacher:</b>		<b>Subject:</b> Access English
<b>Unit: 5</b>	<b>Lesson: 1</b>	<b>Date:</b>
<b>Objectives:</b> ✓ To ask for and give directions		
<b>Starter</b> <ol style="list-style-type: none"> <li>1. Draw attention to the bulleted questions at the top of p1.</li> <li>2. Ask students where their school is (students should be able to provide some basic information, i.e. the emirate, city/town, neighbourhood, street, area landmark). Choose another point in the city and ask students if they are able to give directions to someone to arrive at the school.</li> </ol>		
<b>Main Activities</b> <p>➤ <b>Vocabulary Activity 1:</b></p> <ol style="list-style-type: none"> <li>1. Ask students where they might see the images in Activity 1.</li> <li>2. Students look at the images <i>and</i> match <i>them</i> to the terms on the left.</li> <li>3. Students compare answers in pairs.</li> </ol> <p><b>Feedback:</b> Project the page or draw the activity on the board. Volunteers <i>can</i> draw a line connecting the terms to the images.</p> <p>➤ <b>Speaking Activity 2:</b></p> <ol style="list-style-type: none"> <li>1. Draw students' attention to the town map. Ask questions to familiarise students with the map (e.g. What are some of the street names? How many places are there <i>on</i> the map? Is number 4 the airport?).</li> <li>2. Ask students where Zainab is. You may prompt students by asking questions like "Is Zainab on Kuwait Street? Is she at the park?"</li> </ol> <p><b>Feedback:</b> Students volunteer to answer the question. If possible, project/draw the map on the board for students to point out where Zainab is.</p> <p>➤ <b>Listening Activity 3:</b></p> <ol style="list-style-type: none"> <li>1. Pose the question in the activity to students.</li> <li>2. Play the audio. Students listen for the answer.</li> <li>3. Students compare their answers in pairs/groups.</li> </ol> <p><b>Feedback:</b> Students volunteer the answer. You may prompt students by asking questions like "Does Zainab want to go to the cinema?"</p> <p>➤ <b>Listening Activity 4:</b></p> <ol style="list-style-type: none"> <li>1. Tell students they are going to listen again. This time, they must draw the route Zainab is to take on the map.</li> <li>2. Before listening again, reiterate the starting point.</li> <li>3. Students listen to the audio again. If necessary, stop the recording periodically so that students may follow the route. Repeat the audio if needed.</li> <li>4. Students compare their answers in pairs/groups.</li> </ol> <p><b>Feedback:</b> Project the map on the board if possible. Play the recording and draw the route as the audio is playing.</p> <p>➤ <b>Listening Activity 5:</b></p> <ol style="list-style-type: none"> <li>1. Draw students' attention to the text in Activity 5. Students read the text, ignoring the spaces initially.</li> <li>2. Ask students comprehension questions, such as "Where does the person want to go?" "What streets do they talk about?"</li> <li>3. Students listen to the audio and fill in the missing information. Play the audio again, if necessary.</li> <li>4. Students compare their answers in pairs/groups.</li> <li>5. Students practise the dialogue together.</li> </ol> <p><b>Feedback:</b> Write/project the dialogue on the board. Students come up to the board and write in the answers.</p> <p>➤ <b>Speaking Activity 6:</b></p> <ol style="list-style-type: none"> <li>1. Ask a volunteer to choose a place on the map. Elicit ideas of how to get to a place on the map.</li> </ol>		

- Put students in pairs. Using the map, students ask for and receive directions to get to the places listed on the map.

**Feedback:** Monitor and assist students if necessary. Choose students who have not worked together to hold conversations across the class.

### Plenary

- Provide students with ideas of places in the city.
- Students explain how to get to the places from the school.

### Differentiation

Limit the amount of language needed to ask for/give directions *or, to challenge learners, ask them to use compound sentences in their directions.*

<b>Lesson Plan</b>		<b>Grade: 7</b>
<b>Teacher:</b>		<b>Subject:</b> Access English
<b>Unit: 6</b>	<b>Lesson: 2</b>	<b>Date:</b>
Objectives: ✓ To write about your favourite place		
<b>Starter</b> <ol style="list-style-type: none"> <li>Draw attention to the bulleted questions at the top of the page.</li> <li>Model an answer to the questions (be sure to produce an example that is culturally appropriate).</li> <li>Students volunteer answers. You may prompt students with questions like “How often do you go to the gym/mall/park/cinema?”</li> </ol>		
<b>Main Activities</b> <p>➤ Speaking Activity 1:</p> <ol style="list-style-type: none"> <li>In groups, learners ask and answer the questions together.</li> </ol> <p><b>Feedback:</b> Monitor and ask students to give some example answers to the class.</p> <p>➤ Reading Activity 2:</p> <ol style="list-style-type: none"> <li>Draw attention to the activity. Ask the class how many students there are and what their names are.</li> <li>Allow students a few minutes to read about the three students and answer the two questions.</li> <li>Students compare their answers with a partner.</li> </ol> <p><b>Feedback:</b> Students volunteer answers to the questions. Write correct answers on the board.</p> <p>➤ Reading Activity 3:</p> <ol style="list-style-type: none"> <li>Students read the texts again and underline the examples of <b>really</b>, <b>very</b> and <b>so</b>.</li> <li>Students compare their answers in pairs/groups.</li> </ol> <p><b>Feedback:</b> Project the texts on the board. Volunteers circle the examples.</p> <p>➤ Writing Activity 4:</p> <ol style="list-style-type: none"> <li>Draw attention to the questions. Answer the questions on the board as an example. Ask students for feedback on your answer. Give students a moment to answer the questions for themselves.</li> <li>Write the answers from your example as complete sentences. Underline the sentence stems.</li> <li>Give students a few moments to write their answers in complete sentences using the sentence stems provided.</li> </ol> <p><b>Feedback:</b> Monitor students and assist where needed.</p> <p>➤ Speaking Activity 5:</p> <ol style="list-style-type: none"> <li>Make a checklist on the board for what students’ writing should contain (answers to the three questions and examples of <b>really</b>, <b>very</b> and <b>so</b>).</li> <li>Put students in pairs/groups. Students share their work and make sure their partner or partners’ work contains all the necessary elements.</li> </ol> <p><b>Feedback:</b> Volunteers share their ideas with the class.</p>		
<b>Plenary</b> <ol style="list-style-type: none"> <li>Give students a cut-out of a speech bubble. Students write their ideas on the paper provided and paste them on the wall around the room.</li> <li>Students walk around and choose their favourites.</li> </ol>		

**Differentiation** Limit or add to the questions in Activity 4.

<b>Lesson Plan</b>		<b>Grade: 7</b>
<b>Teacher:</b>		<b>Subject:</b> Access English
<b>Unit: 7</b>	<b>Lesson: 2</b>	<b>Date:</b>
Objectives: ✓ To identify, understand and produce relative clauses		
<b>Starter</b> <ol style="list-style-type: none"><li>1 Draw students' attention to the bulleted questions at the top of p52. Ask students what <b>safari</b> means. Ask where you can go on safari and what animals you might see.</li><li>2 Students answer the bulleted questions in pairs.</li></ol>		
<b>Main Activities</b> <p>➤ Reading Activity 1:</p> <ol style="list-style-type: none"><li>1 Tell students that Noor went on safari. Ask students where she went and what animals she saw. Students read quickly to find the information.</li><li>2 Students read again and circle the words <b>who</b> and <b>which</b>.</li><li>3 Draw attention to the language tip box. Explain to students that relative clauses are phrases that give more information about a noun. Ask volunteers to identify the extra information or relative clauses in each example.</li></ol> <p><u>Feedback:</u> Ask students concept checking questions throughout the activity.</p> <p>➤ Reading Activity 2:</p> <ol style="list-style-type: none"><li>1 Students read number 1. Ask students to find a sentence with a relative clause from the blog post that has the same information. Write the answer on the board.</li><li>2 Students complete the activity and compare their answers with a partner.</li></ol> <p><u>Feedback:</u> Students write their answers on the board.</p> <p>➤ Reading Activity 3:</p> <ol style="list-style-type: none"><li>1 Ask students when to use <b>who</b> or <b>which</b> in a relative clause.</li><li>2 Students read the sentences and complete them with <b>who</b> or <b>which</b>.</li><li>3 Students compare their answers in pairs/groups.</li></ol> <p><u>Feedback:</u> Check answers as a class and write answers on the board.</p> <p>➤ Practice Activity 4:</p> <ol style="list-style-type: none"><li>1 Draw attention to the list of animals (refer students to the images throughout the unit if they are unsure as to which animals these are).</li><li>2 Have students look at the example and complete number two. Check their answers.</li><li>3 Students complete the activity.</li><li>4 Students compare their answers in pairs/groups.</li></ol> <p><u>Feedback:</u> Volunteers share their answers.</p> <p>➤ Speaking Activity 5:</p> <ol style="list-style-type: none"><li>1 Students work in pairs.</li><li>2 Students take turns saying a sentence about different animals using <b>which</b>.</li></ol> <p><u>Feedback:</u> Volunteers share their ideas with the class.</p>		
<b>Plenary</b> <ol style="list-style-type: none"><li>1 Pass out slips of paper.</li><li>2 Students write a sentence containing a relative clause about an animal as an 'exit ticket' to be handed in prior to leaving class.</li></ol>		
<b>Differentiation</b> Limit the number of animals in the lesson or add more depending on students' needs. Provide starters to help students form relative clauses.		

## Continuous Assessment

Students taking the Access Course will be continually assessed throughout the term. Detailed information about assessment will be provided as it is available.

### Can-Do Statements

These simple statements are a form of Assessment as Learning for students to keep track of their own learning. They judge their accomplishments by agreeing or disagreeing with statements about the various learning outcomes. This has two benefits — the first being that students have clear goals to work towards and the second being that they are given a degree of responsibility for achieving those goals. Teachers can create statements based on the learning outcomes and materials used.

#### Self-assessment Checklist Template

<b>Listening</b>	<b>✓ or X</b>
I can...	
<b>Speaking</b>	
<b>Reading</b>	
<b>Writing</b>	
<b>Grammar</b>	



## Answer Keys

### Unit Five

#### Lesson One

##### Activity 1

1C.2A.3E.4D.5B

##### Activity 2

Zainab is on Rabat Street.

##### Activity 3

Zainab wants to go to the Mall.

##### Activity 5

1 go straight 2 turn right 3 turn left

#### Lesson Two

##### Activity 1

1E.2B.3G.4A.5C.6D.7F

##### Activity 2

Seo-yun: metro; João: bus; Giulia: vaporetti

##### Activity 3

1 network 2 passenger 3 station 4 fare 5 tourist

#### Lesson Three

##### Activity 2

1 and 2 because 3 and 4 but 5 and

##### Activity 3

Mohammed goes by ferry.

##### Activity 4

1F.2T.3F

#### Lesson Four

##### Activity 2

1 traffic 2 crossing 3 one-way 4 limit 5 parking

##### Activity 3

1 pedestrian crossing 2 no parking 3 one-way street 4 traffic lights 5 speed limit

#### Lesson Five

##### Activity 1

1F.2C.3A.4D.5E.6B

Activity 2

*Cycling in Copenhagen*

Activity 3

1C.2A.3B

### Lesson Six

Activity 1

*the Netherlands*

Activity 2

1T.2F.3F.4F.5T

Activity 3

1 were 2 was 3 was 4 were 5 was

Activity 4

1 We were on the train at 7pm. 2 Sara was cycling at al Qudra last night.

3 My family and I were at a restaurant last night. 4 Hamdan wasn't at the park on Sunday.

### Lesson Seven

Activity 2

*hot-air balloons*

Activity 3

1B.2A.3C.4C.5B

### Lesson Eight

Activity 1

*The Dubai RTA Transport Museum*

Activity 2

1F.2F.3T.4F.5T

Activity 3

Present	Past	Present	Past
visit	visited	start	started
learn	learned	add	added
use	used	open	opened

Activity 4

1 The students learned a lot at the RTA museum.

2 People in Dubai started driving on the right in 1966.

3 The green metro line opened in 2011.

4 The city added the floating bridge in 2007.

5 Aysha used the metro yesterday.

### Lesson Nine

Activity 1

*In a newspaper*

Activity 2

*1T.2T.3F.4F*

Activity 3

(suggested answers)

Positive words	Negative words
solar-powered exciting cleaner good	angry expensive

Lesson Ten

Activity 1

*1 tram 2 train 3 metro 4 bicycle 5 boat 6 bus 7 taxi 8 ferry*

Activity 2

*1 airport 2 passenger 3 pros and cons 4 visited 5 because 6 was*

Activity 3

*1 weren't 2 was 3 wasn't 4 was 5 was*

Activity 4

*1 learned 2 opened 3 started 4 visited 5 used*

Activity 5

*1F.2F.3F.4T.5F*

**Unit Six**

Lesson One

Activity 2

*1C.2A.3B.4E.5D*

Activity 3

*1 fish market 2 metro station 3 post office 4 shopping mall 5 car park*

Activity 4

*Saif: post office; Mohammed: fish market; Khaled: Union Station (metro)*

Activity 5

*1C.2A.3B*

Lesson Two

Activity 2

*Fouzia: shopping mall; Rashid: park; Alia: cinema*

Activity 3

Fouzia

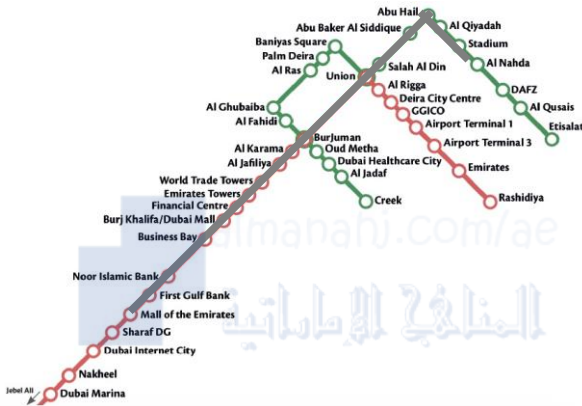
I **really** love shopping. My favourite place is the shopping mall. I don't always buy things, but it's still **so** fun to go there.

Rashid

My favourite place is the park. It's a **very** good place to spend time. My younger brothers and sisters **really** love it, too. Sometimes it's **really** hot and we don't go there.

Alia

three days a week! want to be a film-maker in the future. I



## Activity 2

✓ I'm on the metro.

✓ I'm coming into Al Nahda Station.

✗ I can't hear you.

✓ ...change to the Red Line.

✗ What?

## Activity 3

1 Ben is coming into Al Nahda Station. 2 He is going to the Mall of the Emirates.

3 He should change at Union Station.

## Activity 4

1T.2F.3T.4T

## Lesson Four

### Activity 1

Gordon is asking for advice.

Activity 2  
1F.2F.3T.4F

Activity 3  
Hey Gordon,

Yes, I can give you some advice.

I think you **should** stay at a hotel on Yas Island. There are nice hotels there and it's close to the airport.

I think you **should** visit Sheikh Zayed Grand Mosque, Emirates Palace, and Ferrari World. They are my favourite places to see.

You don't need to bring anything special for your trip, but maybe you **should** bring a hat for the sun.

Talk to you later,  
Saeed

Activity 4

Saeed answers Gordons questions.

Saeed advises Gordon to: stay in a hotel on Yas Island; visit Sheikh Zayed Grand Mosque, Emirates Palace, and Ferrari World; bring a hat for the sun.

Activity 5

1 should visit 2 should go 3 should see 4 shouldn't forget 5 should try

### Lesson Five

Activity 2

walk: 3; go by boat: 1 or 2; take the bus: 1

Activity 3

1T.2F.3F.4T.5F.6F

### Lesson Six

Activity 1

1F.2F.3F.4T.5T

Activity 2

1C.2B.3A.4E.5D

### Lesson Seven

Activity 1

No, Bader did not like his holiday.

Activity 2

1Y.2N.3N.4N.5Y

Activity 3

1 Fatima didn't do anything on holiday.

2 Reem and Mariam didn't go to Paris.

3 Mubarak didn't sleep on the plane.

4 You went on holiday with your family.

5 Mona didn't go to the zoo.

### Lesson Eight

Activity 1

1 Roald Amundsen 2 Christopher Columbus 3 Ibn Battuta

Activity 2

1T.2F.3F.4T.5F.6F

Activity 3

1C.2F.3D.4A.5B.6E

Lesson Nine

Activity 1

*One Thousand and One Nights is an Arabic-language book of stories from different countries.*

Activity 2

*The man goes from Bagdad, Iraq to Cairo, Egypt.*

Activity 3

1D.2H.3F.4G.5C.6A.7B.8E

Lesson Ten

Activity 1

1 car park 2 metro station 3 post office 4 fish market 5 shopping mall

Activity 2

1B.2H.3A.4G.5F.6C.7D.8E

Activity 3

1 should visit 2 should stay 3 should go 4 should see 5 should try

Activity 4

1 didn't like 2 didn't sleep 3 didn't do 4 didn't go 5 didn't see 6 didn't visit 7 didn't go  
8 didn't buy

Activity 5

1F.2T.3F.4T.5T

**Unit Seven**

Lesson One

Activity 1

1E.2D.3A.4F.5B.6C

Activity 2

1A.2C.3A.4C

Activity 3

1 fish 2 mammal 3 bird 4 reptile 5 amphibian

Lesson Two

Activity 2  
1B.2C.3A

### Lesson Three

Activity 1  
*Ahmed went to the Amazon.*

Activity 2  
1 enjoy/like 2 do 3 like/enjoy 4 think 5 see

Activity 3  
1 *What did you do in the summer?*  
2 *Where did you go on holiday?*  
3 *What did you do there?*  
4 *Who did you go with?*  
5 *Did you enjoy it?*

### Lesson Four

Activity 2  
1F.2A.3G.4B.5D.6E.7H.8C

Activity 3  
1 plastic 2 rubbish 3 bin 4 float 5 top 6 bottom 7 look after 8 throw away

### Lesson Five

Activity 1  
1 head 2 wings 3 tail 4 beak 5 claws

Activity 3  
1 ducks 2 other animals and insects 3 male bee hummingbird 4 2.7 metres tall  
5 to talk to each other 6 insects

### Lesson Six

Activity 1  
*Hi everyone! I went on safari in Africa last week with my family and I want to tell you about it. We travelled with a guide **who** speaks six languages. The guide spoke a little Arabic, too! We saw elephants **which** were very big and gazelles **which** ran very fast. We also saw a bird **which** had red feathers. We visited a lake **which** was amazing and saw a sunset **which** was very colourful. I loved going on safari!*

Activity 2  
1 *We travelled with a guide who speaks six languages.*  
2 *We saw elephants which were very big...*  
3 *We also saw a bird which had red feathers.*  
4 *We visited a lake which was amazing..*  
5 *...and saw a sunset which was very colourful.*

Activity 3  
1 who 2 which 3 which 4 who

#### Activity 4

- 1 A sloth is an animal which lives in trees.
- 2 A giraffe is an animal which has a long neck.
- 3 A falcon is an animal which flies very fast.
- 4 A gazelle is an animal which runs very fast.
- 5 A macaw is an animal which has colourful feathers.

#### Lesson Seven

##### Activity 1

1i.2h.3c.4b.5d.6e.7a.8f.9g

##### Activity 2

polar bears

##### Activity 3

1B.2A.3A.4C.5C

#### Lesson Eight

##### Activity 1

The talk is about plastic in the ocean.

##### Activity 2

1A.2A.3C.4B.5B.6B

#### Lesson Nine

##### Activity 1

1B.2E.3C.4A.5F.6D

##### Activity 2

1Y.2Z.3X

#### Lesson Ten

##### Activity 1

1 bird 2 amphibian 3 reptile 4 fish 5 mammal

##### Activity 2

1 scales 2 neck 3 feathers 4 gills 5 plastic 6 claws 7 eggs 8 fur

##### Activity 3

1 rubbish 2 fish 3 holiday 4 Amazon

##### Activity 4

- 1 Where did Rashid go on holiday?
- 2 Did he enjoy the trip?
- 3 Who did he travel with?
- 4 What did he like most about the trip?
- 5 What animals did he see?

##### Activity 5

1 Rashid went to Namibia.



2 Yes, he did.

3 He travelled with his family.

4 He liked seeing animals the most.

5 He saw elephants, giraffes and lions.

#### Activity 6

1 Samira took a trip which was very nice.

2 She saw elephants which were really big.

3 She visited a desert which was amazing.

4 She met other tourists who were very nice.



### Audio Scripts

#### Unit 5

##### Track 20

Zainab: Hello. Excuse me. Can you tell me how to get to the mall?

Woman: Of course. Go straight across the river. Then, turn left on Cairo Street.

Zainab: Ok.

woman: Next, go straight and turn right onto Tunis Street.

Zainab: Alright.

Woman: The mall is on the corner of Tunis Street and Algiers Street.

Zainab: Great. Thank you very much!

woman: You're welcome.

##### Track 21

A: Hello. Excuse me. Could you tell me how to get to the mosque?

B: Sure. First, go straight down Riyadh Street. Then, turn right onto Tunis Street.

A: Ok.

B: Next, turn left on Kuwait Street. There is a mosque on the left.

A: Great. Thanks!

B: No problem.

## Track 22

Hi. My name is Christine. I live in Dubai and I work at a shop in Dubai Mall. I take the metro to work because it's both easy and comfortable. Sometimes it's busy, but there are special carriages for only women and children. I don't always get a seat, but that's ok!

## Track 23

My name is Mohammed. I work in Ruwais, but I live on Dalma Island. I take the ferry from the island every day at 6am. I leave early because the trip takes two hours. I work from 9-5, then take the ferry back at 6pm. I spend a long time on the ferry every day, but I love living on Dalma Island.

## Track 24

What do you know about hot-air balloons? The first hot-air balloon flight was on the 21<sup>st</sup> of November in 1783. There were flights before, but never with a passenger. The first person to fly was Pilatre de Rozier. The flight was 25 minutes and 9 kilometres long. This first flight was over Paris, France. Now you can fly in a hot-air almost anywhere in the world!

## Unit 6

### Track 26

#### 1

(phone conversations)

Ahmed: Hey Saif, this is Ahmed.  
Saif: Hi, Ahmed. How are you?  
Ahmed: Good, thanks. Where are you?  
Saif: I'm at the post office. I need to send a letter to my brother.

#### 2

Yousif: Mohammed? It's me, Yousif.  
Mohammed: Oh, hey!  
Yousif: Where are you?  
Mohammed: I'm at the fish market. I need to buy some fish for lunch tomorrow.

#### 3

Mansour: Hi Khaled!  
Khaled: Hey, Mansour! How are you?  
Mansour: Good. I can hear a lot of people. Where are you?

Khaled: I'm at Union Station. I need to take the metro to Dubai Mall.

### Track 27

Yousif: Hi, Ben. Where are you?

Ben: Hi Yousif. I'm on the metro. I'm coming into Al Nahda Station now. Listen, can you help me? I need to meet someone at Mall of the Emirates. I don't know how to get there.

Yousif: Ok, that's easy. You need to change to the Red Line.

Ben: The Red Line? Where?

Yousif: You need to change at Union Station.

Ben: Ok. Thanks for your help!

Yousif: No problem. Call me when you have some free time.

Ben: I will. Speak to you later.

### Track 28

A: Excuse me, do you have any books on travel?

B: Go to the History and Geography section and look on the top shelf.

C: I would like to know more about painting. Can you help me?

D: Sure. Go to the Art section. It is in front of the Arabic Literature section.

E: Pardon me, do you have any books to help me with my English, like a dictionary?

F: Yes, we do. Look in the Languages section.

G: Hello. Could tell me where the Arabic Literature is?

H: Of course. Literature is on this floor at the back.

I: Excuse me, do you have any books about how people think?

J: Look in the Psychology and Philosophy section. It is behind the Islamic Studies section.

### Track 29

Ibn Battuta (1304 - 1369)

Ibn Battuta was a great Muslim traveller. He went to many Muslim countries. He left Morocco for hajj and didn't return for 24 years. He wrote a book about his travels called the Rihlah.

Roald Amundsen (1872 - 1928)

Roald Amundsen was a Norwegian explorer. In 1911, he became the first person to go to the South Pole. Years later, he also led a team to the North Pole.

Christopher Columbus (1451 - 1506)

Christopher Columbus was born in Italy. He went across the Atlantic Ocean four times between 1492 and 1504. Many people say that Columbus 'discovered' America, but there were already people in the places he found.

## Unit 7

### Track 30

- 1 It swims in the sea and breathes with gills.
- 2 It lives on land and has hair or fur. It does not lay eggs.
- 3 It has feathers to keep warm and it uses them to fly.
- 4 It lives on land. It has dry skin and scales.
- 5 It has wet skin, but it does not have scales. It lives on land and in water.

### Track 31

Ali: Hey Ahmed, did you enjoy your trip to the Amazon?  
Ahmed: Oh, it was great! I really enjoyed it.  
Ali: What did you do there?  
Ahmed: Well, I did a lot of things.  
Ali: What did you like the most?  
Ahmed: Umm... I think seeing the colourful plants and animals.  
Ali: That sounds great.  
Ahmed: They were amazing!  
Ali: Wow... Did you see any birds?  
Ahmed: Yes, I did. I saw lots of tropical birds like macaws.  
Ali: What colour feathers did they have?  
Ahmed: Lots of different colours, like red, blue and green.  
Ali: Amazing... I hope I can go there one day!

### Track 32

Haleema: Hi Rasha! I watched a TV programme about sea animals last night.  
Rasha: Really? Did you like it?  
Haleema: Yes, I did. But they said that there is a lot of plastic in the sea and it's bad for the animals.  
Rasha: Wow. I didn't know that.  
Haleema: Yeah. People don't put their rubbish in the bin and it can go into the sea. It can float on the top or go to the bottom.  
Rasha: Why is this bad?  
Haleema: Well, animals might eat it and sometimes they can't swim because of it.  
Rasha: What can we do to help?

Haleema: We need to look after our oceans. Always throw away your rubbish into the bin. People could also try to re-use plastic again and again before they throw it away.

### Track 33

We find 2 million tonnes of plastic in the ocean every year. In the Pacific ocean, there is an island of plastic that is about nineteen times the size of the UAE. There is plastic in all our oceans now. One million sea birds and 1.5 million sea animals die every year from eating plastic. The worst part is that plastic stays in our oceans from 500 to 1000 years!

