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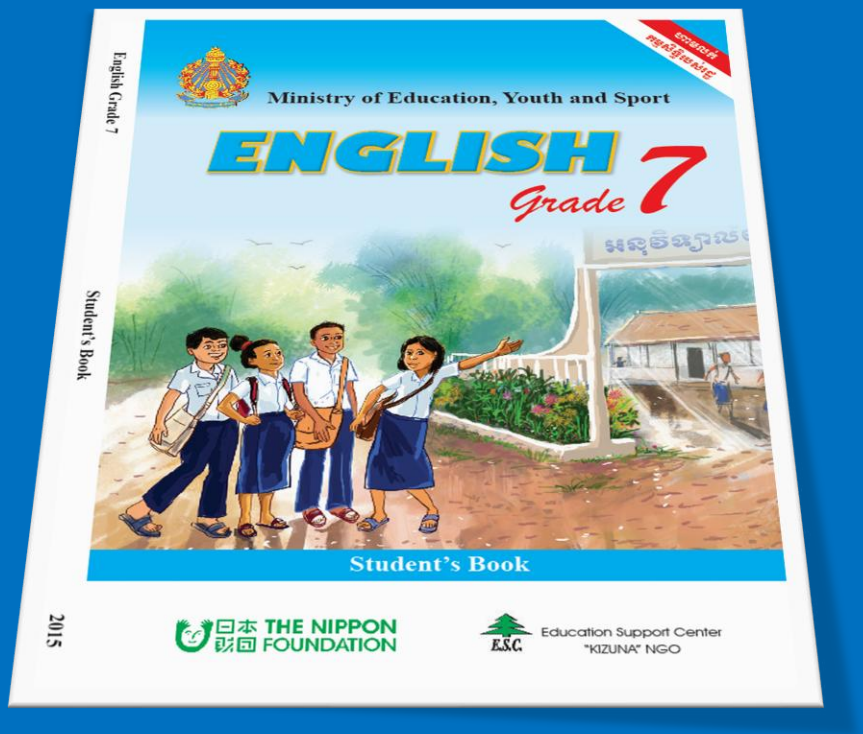

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How to Use This Lesson Plan Book

This book contains a complete lesson plan for every lesson of the **English Grade 7 Student's Book** (Ministry of Education, Youth and Sport): 33 units, 3 lessons per unit (A, B and C), 99 lessons in total. Every plan is written for **one 50-minute period** and follows the same format as the official sample lesson plan, so teachers can print, sign and use each plan directly.

The activities, timings, audio tracks and answers come from the Student's Book and the Teacher's Guide Book. The teaching method of each lesson was chosen to suit its content: lessons that introduce new words and grammar mostly use the **5Es Model** or **PPP**, reading and listening lessons with a story or puzzle use **Inquiry-Based Learning**, communication lessons use **Task-Based Learning**, creative lessons where students make a poster, map or story use **Project-Based Learning**, and review lessons use **Game-Based Learning**.

Structure of every lesson plan

- **Lesson information:** grade, chapter, unit, lesson, Student's Book pages, teaching method and date.
- **Content/syllabus connection, aim of the method, teaching materials** and **the way students learn.**
- **Objectives** in three domains: Knowledge, Skill and Attitude.
- **Procedures table** in three columns — Teacher's Activities, Contents (Steps & Timing), Student's Activities — starting with a 2-minute Opening and ending with Closing & Homework. Timings always total 50 minutes.
- **Quick Answer Key** for the exercises of the lesson, and a **Teacher's self-reflection** box to fill in after class.

Abbreviations

ICQ = Instruction Checking Question (checks that students understand what to do). **CCQ** = Concept Checking Question (checks that students understand the meaning of new language). **T.1.2.1** = audio track (Chapter 1, Unit 2, track 1), the same numbers as in the Student's Book. **Ex.** = exercise.

The teaching methods and their stages

Method	Stages	Best for
5Es Instructional Model	1. ENGAGE 2. EXPLORE 3. EXPLAIN 4. ELABORATE 5. EVALUATE	New vocabulary and grammar that students can discover from pictures, audio and examples.
Inquiry-Based Learning (IBL)	1. ASK 2. INVESTIGATE 3. CREATE 4. DISCUSS 5. REFLECT	Reading/listening texts with a mystery, a story or a question to investigate.
Project-Based Learning (PBL)	1. LAUNCH (Driving Question) 2. PLAN 3. CREATE 4. PRESENT 5. REFLECT & ASSESS	Creative lessons where groups make a product: poster, map, menu, story, survey or presentation.
Task-Based Learning (TBL)	1. PRE-TASK 2. TASK 3. PLANNING 4. REPORT 5. LANGUAGE FOCUS	Speaking and writing lessons built around a real task: interview, survey, role play, information gap.
PPP Model (Presentation – Practice – Production)	1. WARM-UP & LEAD-IN 2. PRESENTATION 3. CONTROLLED PRACTICE 4. PRODUCTION 5. EVALUATION	Lessons that present a clear new structure (e.g. comparatives, past simple) needing accuracy first.
Game-Based Learning (GBL)	1. WARM-UP 2. RULES & MODELLING 3. GAME PLAY 4. DEBRIEF & LANGUAGE FOCUS 5. EVALUATE	Review and consolidation lessons: quizzes, betting games, races and guessing games.

Number of lessons by method: 5Es Model – 22; IBL – 19; PBL – 17; TBL – 17; PPP – 11; GBL – 13.

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Unit	Lesson	Lesson title	Method	Page
Chapter 1: At a new school				
Unit 1	A	Meeting new friends — How are you today?	5Es Model	7
	B	My new friends	PPP	11
	C	More friends	GBL	14
Unit 2	A	Schools around the world — Too cool for school	5Es Model	17
	B	A world of schools	IBL	21
	C	My beautiful school	PBL	24
Unit 3	A	Why are you so naughty? — What's wrong?	5Es Model	27
	B	What's in the bag?	IBL	30
	C	Yes, you should!	TBL	33
Chapter 2: Good students				
Unit 4	A	I study English! — What time do you have class?	TBL	36
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	C	I love Sundays!	GBL	42
Unit 5	A	Study habits — I love school!	5Es Model	45
	B	Are you a good student?	IBL	48
	C	Is that right?	GBL	51
Unit 6	A	Talking with teachers — Can we have a party?	PPP	54
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	C	Can I do everything?	PBL	60
Chapter 3: A school day				
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	B	A cold cool school	IBL	66
	C	Great days	GBL	69
Unit 8	A	Going to school — Do you know what he does?	PPP	72
	B	Liar liar	IBL	75
	C	Lazy boy	GBL	78
Unit 9	A	After school — My after school favourite	5Es Model	81
	B	How often?	PBL	84
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Unit 10	A	My family — Family tree	5Es Model	90
	B	I'm smarter than that	IBL	93

Unit	Lesson	Lesson title	Method	Page
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Unit 11	A	I'm the coolest in my family — I'm the best	PPP	99
	B	Small or big?	TBL	102
	C	Family of monsters	PBL	105
Unit 12	A	Monsters! — The scariest monster	5Es Model	108
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Chapter 5: Tell me all about it!				
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Unit 14	A	How do you feel today? — Get out of bed!	5Es Model	126
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Unit 15	A	What in the world are you wearing? — I'm wearing something scary!	5Es Model	135
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	B	I think I can fly!	PBL	147
	C	Avorng can speak English!	GBL	150
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	C	We play games!	GBL	159
Unit 18	A	I like my friends! — What do you like?	TBL	162
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Chapter 7: Celebrations!				
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	C	A special present	GBL	177
Unit 20	A	Festivals, parties and trouble! — Khmer New Year at Angkor Wat	PPP	180
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Unit	Lesson	Lesson title	Method	Page
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Unit 21	A	A world of fun — The new baby	5Es Model	189
	B	There's something about the moon	PBL	192
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Chapter 8: There's no country like my country				
Unit 22	A	Cool things in my country — What animal is it?	5Es Model	198
	B	Life on the water	IBL	201
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	C	All about cavemen!	PBL	276

Unit	Lesson	Lesson title	Method	Page
Chapter 11: I can remember everything!				
Unit 31	A	What happened? — Weird weekend?	TBL	279
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Unit 32	A	Is that really real? — That never happened!	IBL	288
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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 1:** Meeting new friends
Lesson A: How are you today?	**Pages:** 8–9 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This first lesson of Grade 7 leads students to greet new classmates and introduce themselves at a new school. Students meet the four main characters of the book (Sophal, Dara, Avorng and Bopha) and learn to ask and answer: What's your name? How old are you? Where are you from? Nice to meet you. See you later.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to introduce themselves, ask for personal information and say hello and goodbye to new friends. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 1, Lesson A, pp. 8–9), Teacher's Guide Book and notebook.
- Audio tracks (T.1.1.1, T.1.1.2, T.1.1.3, T.1.1.4), speaker/phone, whiteboard, markers, a small ball, pictures of Sophal, Dara, Avorng and Bopha.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn actively by listening to the four characters, matching and checking information, and then using the new questions in real introductions with their own classmates.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Recognise and use the greeting phrases and questions *What's your name? How old are you? Where are you from? Nice to meet you. See you later. Bye!* and the short forms *My name's / I'm*.
- **Skill:** Listen for specific information about the characters, introduce themselves in small groups and hold a short meeting conversation from hello to goodbye.
- **Attitude:** Be friendly and polite to new classmates, listen respectfully when others speak and feel confident to speak English from the first day.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: 'Buzz' game & lead-in 1. Writes '2' on the board; students count to 20 but say 'buzz' for every multiple of 2 (1, buzz, 3, buzz…). Repeats with 3. 2. Points to the four questions in Ex. 1 (p. 8) and asks: "Welcome to Grade 7! You are at a new school. What do you ask a new friend?" 3. Models one question with a strong student, then lets pairs ask each other for 2 minutes. *ICQ: "Do you ask in English or Khmer?" (English)*	**Step II: 1. ENGAGE (7 mins)** **Warmer & Lead-in** • Game: 'Buzz' (numbers 1–20) • Ex. 1: Ask your friend *Focus: activating numbers and greetings*	1. Count in groups and say 'buzz' at the right numbers. 2. Answer the teacher's lead-in question. 3. Ask and answer the four questions in Ex. 1 with a partner.
Activity 2: Listen and match (Ex. 2) 1. Shows the pictures of the four characters and asks students to guess who is who. 2. Plays T.1.1.1; students match the names to the pictures, then compare with their group. **Activity 3: Who said these? (Ex. 3)** 3. Asks students to write 1–5 in their notebooks, plays T.1.1.2 and students write the names. 4. Checks answers as a class (Dara, Bopha, Bopha, Avorng, Sophal). *ICQ: "Do you write sentences or names?" (Names)*	**Step III: 2. EXPLORE (10 mins)** **Discovery Tasks** • Ex. 2: Listen and match (T.1.1.1) • Ex. 3: Who said these? (T.1.1.2) *Focus: listening for gist and detail*	1. Look at the pictures and guess the names. 2. Listen, match names to pictures and compare with the group. 3. Listen again and write the names next to sentences 1–5. 4. Share answers with the class.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 4: Drill & language focus 1. Plays T.1.1.3; students repeat the sentences with correct stress. 2. Writes on the board: *My name is Dara. = My name's Dara. / I am 13 years old. = I'm 13 years old.* and elicits the short forms. *CCQ: "Are 'I am' and 'I'm' the same?" (Yes) "Which one do we use when we speak?" (I'm)* **Activity 5: Introduce yourself (Ex. 4)** 3. Puts students in groups of 4; each student introduces himself/herself using the model in Ex. 4 (name, grade, home, age). Time limit 5 minutes.	**Step IV: 3. EXPLAIN (9 mins)** **Language Clarification** • T.1.1.3: Listen and repeat • Remember box: My name is / My name's; I am / I'm • Ex. 4: Introduce yourself	1. Listen and repeat the sentences. 2. Say the short forms aloud with the teacher. 3. Take turns introducing themselves in groups: "Hello! My name's… I'm in Grade 7. I live in… I'm 13 years old."
Activity 6: Prediction and listening (Ex. 5–6) 1. Points to the picture and asks: "Who do you think she is? Tell your partner." Plays T.1.1.4 to check (Ms. Mom, the teacher). 2. Plays T.1.1.4 again; students number the six sentences in the order they hear them. 3. Checks: Nice to meet you (1), What's your name? (2), How old are you? (3), Where are you from? (4), See you later (5), Bye! (6). **Activity 7: Free practice (Ex. 7)** 4. Students stand up, walk around and meet 3–4 new classmates using the whole conversation. Monitors and helps weaker learners. *ICQ: "Do you finish with 'Bye' or 'Hello'?" (Bye)*	**Step V: 4. ELABORATE (15 mins)** **Communicative Extension** • Ex. 5: Who do you think she is? (T.1.1.4) • Ex. 6: Number the sentences • Ex. 7: Talk in small groups	1. Guess who the woman is and tell a partner. 2. Listen and check the guess. 3. Listen again and number the sentences 1–6. 4. Walk around and have the full conversation with several classmates.
Activity 8: Learner assessment & wrap-up 1. Throws a small ball to students and asks quick questions: "What's your name? How old are you? Where are you from?" 2. Exit ticket: students write 3 sentences about themselves in their notebooks. Checks 3–4 students and praises good pronunciation. **Closing & Homework (3 mins)** 3. Homework: Write 5 sentences to introduce yourself (name, grade, age, home, school) in your notebook. 4. Reminder: "Read the Unit 1 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (7 mins)** **Formative Assessment** • Oral check: quick-fire questions • Exit ticket: 3 sentences • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Catch the ball and answer the teacher's question quickly. 2. Write 3 sentences about themselves; volunteers read them aloud. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 8–9):

- Ex. 2: Students match the names Sophal, Dara, Avorng and Bopha to the four pictures (T.1.1.1).
- Ex. 3: 1. Dara 2. Bopha 3. Bopha 4. Avorng 5. Sophal
- Ex. 5: The woman is Ms. Mom, the teacher (T.1.1.4).
- Ex. 6: Nice to meet you! (1) – What's your name? (2) – How old are you? (3) – Where are you from? (4) – See you later. (5) – Bye! (6)

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 1:** Meeting new friends
Lesson B: My new friends	**Pages:** 10–11 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk and write about themselves and about a friend using the verb *be* (I am, he is, she is, we are, they are) and its short forms (he's, she's, we're, they're). It reviews the characters from Lesson A and ends with students writing and drawing about a friend.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to describe themselves and a friend using he is / she is / we are and the short forms. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 1, Lesson B, pp. 10–11), Teacher's Guide Book and notebook.
- Audio tracks (T.1.1.5), speaker/phone, whiteboard, markers, a small ball or any object for 'Pass the ball', coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review the characters, read a model text, notice the forms of 'be', practise them and then create their own short text with a picture about a friend.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use the verb *be* with all subjects (I am, he is, she is, we are, they are) and the short forms *he's, she's, we're, they're* correctly.
- **Skill:** Read a short text for gist and detail, complete sentences and write a short paragraph about a friend with a picture.
- **Attitude:** Show interest in classmates, value friendship and work cooperatively when sharing information about friends.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: 'Pass the ball' & review 1. Students pass a ball while the teacher claps/sings; when the teacher stops, the student holding the ball introduces himself/herself ("I am Phalla. I am 13 years old."). 2. Shows the pictures of Dara, Avorng, Sophal and Bopha and asks groups to remember what each character said in Lesson A (Ex. 1). Time limit 3 minutes.	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warmer** • Game: 'Pass the ball' • Ex. 1: Can you remember them?	1. Pass the ball and introduce themselves when the music stops. 2. Tell their group what they remember about each character.
Activity 2: Reading for the big idea (Ex. 3) 1. Asks: "Look at the picture. What is Sophal doing?" (He is introducing his friends.) Students read the two speech texts quickly to check. **Activity 3: Present the grammar** 2. Writes on the board: *He is Dara. = He's Dara. / She is… = She's… / We are classmates. = We're classmates. / They are my friends. = They're my friends.* 3. Elicits the rule: I → am; he/she/it → is; we/you/they → are. *CCQ: "Dara is a boy. He or she?" (He) "Sophal and Dara – he or they?" (They)*	**Step III: 2. PRESENTATION (10 mins)** **Presentation** • Ex. 3: Look at the picture – reading • Remember box: he is / he's; we are / we're *Focus: meaning and form of 'be'*	1. Answer the question about the picture. 2. Read the texts quickly to check their idea. 3. Copy the table of 'be' and short forms into notebooks and say them aloud.
Activity 4: Complete the sentences (Ex. 4) 1. Students read the text again and complete the sentences about Dara in their notebooks (3 minutes), then compare with a partner. 2. Plays T.1.1.5; students check and repeat with correct stress on *he's / she's / we're*. 3. Quick drill: teacher says a full form, students shout the short form (She is → She's!).	**Step IV: 3. CONTROLLED PRACTICE (10 mins)** **Controlled Practice** • Ex. 4: Read again and complete • T.1.1.5: Listen and repeat	1. Complete the sentences about Dara alone. 2. Compare with a partner, listen and check. 3. Repeat after the recording and play the short-form drill.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Personalisation (Ex. 2 & 5) 1. Asks students to write 3 sentences about themselves (My name is… I am… I'm from…) and draw a quick picture. 2. Then students choose a friend in class and write about him/her: "Hello! He is… He's 13 years old. He's from… We're classmates." They draw and colour the friend. 3. Monitors and helps; reminds students about capital letters and full stops. *ICQ: "Do you write about you or your friend in Ex. 5?" (My friend)*	**Step V: 4. PRODUCTION (15 mins)** **Production** • Ex. 2: Write and draw about you • Ex. 5: Write about your friend – draw and colour	1. Write about themselves and draw a picture. 2. Write 4–5 sentences about a friend using he's/she's/we're. 3. Draw and colour the friend's picture.
Activity 6: Share & check 1. Students swap notebooks with a partner and underline every short form (he's, she's, we're). 2. Asks 3–4 volunteers to show their picture and read their text to the class; praises good work. **Closing & Homework (3 mins)** 3. Homework: Write about two friends or family members (5–6 sentences) using he's / she's / they're. 4. Reminder: "Read the Unit 1 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING (6 mins)** **Formative Assessment** • Gallery share: read to a partner • Peer check of short forms • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Swap notebooks and check the short forms. 2. Volunteers show their pictures and read aloud. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 10–11):

- Ex. 3: Sophal is introducing his friend Dara to the class (He is Dara. He is my friend. He is in Grade 7. He is 13 years old. He is from Phnom Penh.).
- Ex. 4: His name is Dara. He is Sophal's friend. He is in Grade 7. He is 13 years old. He is from Phnom Penh.
- Remember: She is = She's; You are = You're; We are = We're; They are = They're; He is = He's.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 1:** Meeting new friends
Lesson C: More friends	**Pages:** 12–13 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 1. Students play a True/False betting game about the characters, remember who said what, introduce a friend to another classmate and write about Mr. Sovann, the school principal.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to review personal information questions, introduce a friend and write a short description of a person. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 1, Lesson C, pp. 12–13), Teacher's Guide Book and notebook.
- Whiteboard, markers, a small ball, point cards (1–20) for betting.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn through a betting game and a memory game, then use the language in pair speaking and a short writing task.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review the vocabulary and structures of Unit 1: names, ages, places, *He is / She is / They're*, *This is…* for introductions.
- **Skill:** Decide whether statements are true or false, introduce a friend to another classmate and write a short paragraph about Mr. Sovann.
- **Attitude:** Play fairly, accept winning and losing politely, cooperate in teams and respect the school principal and teachers.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Ball throwing 1. Throws a ball to a student and asks a question (What's your name? How old are you? Where are you from?). The student answers and throws the ball to another student with a new question.	**Step II: 1. WARM-UP (5 mins)** **Warmer** • Game: 'Ball throwing' *Questions: name, age, home*	1. Catch the ball, answer, then ask a new question and throw the ball to a classmate.
Activity 2: Explain the betting game (Ex. 1) 1. Draws the table BET / WIN / LOSE on the board. Explains: each team starts with 0, bets 1–20 points on each sentence; correct = win the points, wrong = lose them. 2. Models with the first sentence: "He is from Phnom Penh – I think it's true. I bet 10 points." *ICQ: "What is the biggest bet?" (20) "If you are wrong, do you win or lose?" (Lose)*	**Step III: 2. RULES & MODELLING (5 mins)** **Rules & Modelling** • Ex. 1: True or false? – Bet, Win, Lose (1–20 points)	1. Listen to the rules and form teams of 4. 2. Answer the ICQs and copy the table into notebooks.
Activity 3: Play the games 1. Reads the 5 sentences one at a time; teams decide True/False and write their bet (2 minutes each). Reveals answers and teams calculate their total points. 2. Ex. 2: Shows the words (friend/friends, 2 years old, teacher, married, Phnom Penh, Cambodia). Teams say which character each word is about (e.g. 2 years old → Avorng). Gives a point for each correct sentence.	**Step IV: 3. GAME PLAY (15 mins)** **Game Play** • Ex. 1: True/False betting game • Ex. 2: Do you remember them? – memory game	1. Discuss in teams, tick or cross each sentence and bet points. 2. Calculate total points. 3. Make sentences about the characters with the words in Ex. 2.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 4: Introducing a friend (Ex. 3) 1. Writes the model: *A: Hello, Sokha. This is my friend Vanna. He is 13. He's from Takeo. B: Nice to meet you, Vanna!* 2. Students work in groups of three: A introduces B to C, then change roles. Corrects common mistakes from the game (e.g. 'He are' → 'He is').	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (10 mins)** **Debrief & Language Focus** • Ex. 3: Introduce your friend • Language: This is… He/She is…	1. Practise the model conversation. 2. Take turns introducing a friend in groups of three.
Activity 5: Write about Mr. Sovann (Ex. 4) 1. Elicits information from the pictures: school principal, 50 years old, tall, likes ice cream, school. 2. Students write 5 sentences: "Hello. This is Mr. Sovann. He is the school principal. He is 50 years old. He is tall. He likes ice cream." Checks 3–4 texts. 3. Students tick the 'I can' checklist at the end of Unit 1. **Closing & Homework (3 mins)** 4. Homework: Write about your school principal or a teacher (5 sentences) using This is… He/She is… 5. Reminder: "Read the Unit 1 words in the Word List (pp. 206–209) of your Student's Book." 6. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (13 mins)** **Writing & Self-assessment** • Ex. 4: Write about Mr. Sovann • Congratulations! checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say the information about Mr. Sovann. 2. Write the paragraph in notebooks. 3. Tick the Unit 1 checklist honestly. 4. Listen carefully and copy the homework into notebooks. 5. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 12–13):

- Ex. 1 (True/False): answers depend on the characters' pictures and Lesson A–B information (e.g. Dara is from Phnom Penh – true; Avorng has got eggs).
- Ex. 2: 2 years old – Avorng; teacher / married – Ms. Mom; Phnom Penh – Dara; friends – Sophal, Dara and Bopha.
- Ex. 4: Hello. This is Mr. Sovann. He is the school principal. He is 50 years old. He is tall. He likes ice cream.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 2:** Schools around the world
Lesson A: Too cool for school	**Pages:** 14–15 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to identify the buildings and things around a school and to talk about what is and isn't in their school with *there is, there are, there isn't, there aren't*. New vocabulary: a library, a football field, a bathroom, a classroom, kangaroos, a computer, a lake, some eggs.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to identify buildings and things around a school and talk about things that are and aren't in their school. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 2, Lesson A, pp. 14–15), Teacher's Guide Book and notebook.
- Audio tracks (T.1.2.1, T.1.2.2, T.1.2.3, T.1.2.4, T.1.2.5), speaker/phone, whiteboard, markers, picture flashcards (a–f).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students engage in this lesson actively and focus on using the new vocabulary while applying the grammar point there is / there are / there isn't / there aren't.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Identify school buildings/items (*library, classroom, football field, bathroom, computer, kangaroos*) and recognise the rules of using *There is / There isn't / There are / There aren't* with *a, an, some, any*.
- **Skill:** Describe things that are and aren't in a school and ask/answer Yes/No questions (*Is there a…? / Are there any…?*) through listening, speaking, reading and writing.
- **Attitude:** Appreciate and value their school environment, respect school facilities and collaborate politely with classmates during pair and group games.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Picture hook & title elicitation (Ex. 1) 1. Shows pictures a–f (p. 14) and asks: "Do you know what these things are? Talk to your group." 2. Connects to real life: "What buildings or things do we have in our school? Do all schools around the world look like our school?" 3. Elicits and writes the lesson title on the board. *ICQ: "Are you writing or talking in groups?" (Talking)*	**Step II: 1. ENGAGE (5 mins)** **Warmer & Lead-in** • Ex. 1: Picture hook *Focus: activating prior knowledge & curiosity*	1. Look at pictures a–f and discuss in small groups. 2. Share ideas about things in their own school. 3. Read the new lesson title on the board.
Activity 2: Vocabulary exploration (Ex. 2) 1. Students match words 1–6 with pictures a–f in pairs (2 minutes). Plays T.1.2.1 to check and drill pronunciation. **Activity 3: Prediction (Ex. 3)** 2. Points to Amaroo and asks: "Is he from Australia, Thailand or Malaysia? Write your guess." Takes a class vote, plays T.1.2.2 to check (Australia). **Activity 4: Listening for details (Ex. 4–5)** 3. Plays T.1.2.2 again: students tick (✓) things in Amaroo's school and cross (✗) things that aren't. Pairs complete the sentences in Ex. 5; plays T.1.2.3 to check.	**Step III: 2. EXPLORE (12 mins)** **Discovery Tasks** • Ex. 2: Vocabulary matching (T.1.2.1) • Ex. 3: Predicting & listening for gist (T.1.2.2) • Ex. 4–5: Listening for specific information (T.1.2.3)	1. Match 1–6 with a–f in pairs; listen, check and repeat. 2. Guess Amaroo's country; listen and confirm. 3. Listen again, tick e, f and cross a, b, c, d. 4. Complete sentences 1–5 and check with T.1.2.3.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Guided grammar discovery (Ex. 6) 1. Writes examples: *There is a kangaroo. / There are some kangaroos. / There aren't any kangaroos. / Are there any kangaroos?* 2. Pairs circle the correct rule words in Ex. 6 (3 minutes). Elicits the rules – no long lecture. *CCQ: "Do we use 'a/an' for one or many?" (One) "Do we use 'any' in negative and question sentences?" (Yes)* **Activity 6: Controlled practice (Ex. 7)** 3. Students choose the correct word in 1–5 alone, compare with a partner, then listen to T.1.2.4 to check and repeat.	**Step IV: 3. EXPLAIN (10 mins)** **Grammar Clarification** • Ex. 6: Grammar box • There is / isn't + a/an • There are + some; There aren't / Are there + any • Ex. 7: Controlled practice (T.1.2.4)	1. Observe the model sentences. 2. Circle the correct rules in Ex. 6 with a partner. 3. Complete Ex. 7, compare, listen, check and repeat with correct intonation.
Activity 7: Memory check (Ex. 8–9) 1. Students answer the questions about Amaroo's school with short answers (Yes, there is. / No, there aren't.). Plays T.1.2.5 to check, then T.1.2.4 for students to answer Bopha orally. **Activity 8: Guessing game (Ex. 10)** 2. Models: secretly chooses one of the 4 school pictures; a student asks "Is there a bathroom? Are there any kangaroos?" to guess. 3. Groups of 4 play for 5 minutes; monitors and supports weaker learners. *ICQ: "Do you show your picture to your friend?" (No)*	**Step V: 4. ELABORATE (13 mins)** **Communicative Extension** • Ex. 8: Short answers (T.1.2.5) • Ex. 9: Answer Bopha's questions (T.1.2.4) • Ex. 10: Guessing game 'Which school?'	1. Write short answers and check with the audio. 2. Answer Bopha's questions aloud. 3. Play the guessing game asking 'Is there a…?' and 'Are there any…?'.
Activity 9: Formative assessment 1. Asks rapid questions about the students' own school: "Is there a library in our school? Are there any kangaroos?" 2. Exit ticket: each student writes 2 true sentences about the school (one positive, one negative). Checks 3–4 students' sentences. **Closing & Homework (3 mins)** 3. Homework: Write 5 sentences in your notebook about what is and isn't in your dream school. 4. Reminder: "Read the Unit 2 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (8 mins)** **Formative Assessment** • Oral check about our school • Exit ticket (2 sentences) • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Shout out accurate short answers. 2. Write 2 sentences about their school as an exit ticket; volunteers read aloud. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 14–15):

- Ex. 2: 1–e (some kangaroos), 2–a (a library), 3–c (a classroom), 4–d (a football field), 5–b (a bathroom), 6–f (a computer)
- Ex. 3 & 4: Amaroo is from Australia. Tick (✓): e, f | Cross (✗): a, b, c, d
- Ex. 5: 1. There isn't a library. 2. There isn't a football field. 3. There are some kangaroos. 4. There is a bathroom. 5. There aren't any classrooms.
- Ex. 6: a/an → one thing | some → more than one thing | any → negative / question sentences
- Ex. 7: 1. a 2. any 3. a 4. a 5. any | Ex. 8: 1. No, there isn't. 2. No, there aren't. 3. No, there isn't. 4. Yes, there is. 5. Yes, there are.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 2:** Schools around the world
Lesson B: A world of schools	**Pages:** 16–17 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read four short texts by children from Malaysia, England, Cambodia and Canada and find out what their schools are like. Students then take notes and write a short text about themselves and their own school using *There is / There are / I'm from….*

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can find information in short texts about schools around the world and write about themselves and their school. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 2, Lesson B, pp. 16–17), Teacher's Guide Book and notebook.
- Audio tracks (T.1.2.6), speaker/phone, whiteboard, markers, a world map (optional).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate the inquiry question 'Where are these children from and what are their schools like?' by guessing, reading, listening and checking evidence in the texts.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Recognise country/city names (*Malaysia, Kuala Lumpur, England, Cambodia, Canada*) and school words (*library, football field, computers, lake*) in reading texts.
- **Skill:** Scan texts for specific information, decide who each sentence is about, answer personal questions and write a short paragraph about themselves.
- **Attitude:** Show curiosity and respect for children and schools in other countries and be proud of their own school.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 'It bites!' 1. Says a word; if it is an animal that bites (kangaroo? crocodile?) students cover their hands. Quick review of Lesson A words. **Activity 2: Raise the question (Ex. 1)** 2. Shows pictures a–d and writes the inquiry question: "Where are these children from? What are their schools like?" Students guess with a partner and write their guesses.	**Step II: 1. ASK (7 mins)** **Inquiry Question** • Warmer: 'It bites!' • Ex. 1: Where are they from? Just guess! *Question: What are schools like around the world?*	1. Play 'It bites!' and react quickly. 2. Look at the pictures and guess the countries with a partner. 3. Write their predictions in notebooks.
Activity 3: Read/listen to check predictions (Ex. 2) 1. Students read the four texts and match them to pictures a–d; plays T.1.2.6 to check. Asks: "Were your guesses right?" **Activity 4: Find the evidence (Ex. 3)** 2. Students write 1–9 and the name of the person for each sentence. They must underline the sentence in the text that proves the answer (evidence). 3. Gives 6 minutes; students compare in pairs, then check as a class. *ICQ: "Do you just write the name, or also underline the proof?" (Both)*	**Step III: 2. INVESTIGATE (15 mins)** **Investigation** • Ex. 2: Match texts with people (T.1.2.6) • Ex. 3: Who is it? – sentences 1–9	1. Read and match the texts with the pictures; listen and check. 2. Find who each sentence is about and underline the evidence. 3. Compare answers with a partner.
Activity 5: Taking notes (Ex. 4) 1. Students answer the 5 personal questions in note form (name, country, age, like school?, what is in your school?). 2. Shows the model notes: *No, there isn't. / Yes, there is a library. / Yes, there are lots of books.*	**Step IV: 3. CREATE (8 mins)** **Create Knowledge** • Ex. 4: Answer the questions – taking notes • Model answers: Yes, there is…	1. Answer the 5 questions in note form about themselves.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Write and share (Ex. 5–6) 1. Students use their notes to write a paragraph like the texts on p. 16 ("Hi! My name is… I'm 13. I'm from… In my school there is…"). If they have time, they draw a picture. 2. Groups of 4 read their texts to each other and find one thing that is the same and one that is different in their schools.	**Step V: 4. DISCUSS (12 mins)** **Discuss** • Ex. 5: Write about yourself • Ex. 6: Share your story	1. Write a short paragraph about themselves and their school. 2. Share stories in groups and discuss similarities and differences.
Activity 7: Reflection 1. Returns to the inquiry question: "What did we find out about schools around the world? Which school do you like best? Why?" 2. Asks 2–3 volunteers to read their stories aloud and praises them. **Closing & Homework (3 mins)** 3. Homework: Finish your story and draw a picture of your school; write 2 more sentences about one school from the texts. 4. Reminder: "Read the Unit 2 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (6 mins)** **Reflect** • Compare predictions with findings • Exit question • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer the inquiry question with information from the texts. 2. Say which school they like best and why; volunteers read their stories. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 16–17):

• Ex. 2: a–4 (Victoria), b–3 (Nita), c–2 (Jay), d–1 (Farah)

• Ex. 3: 1. Farah 2. Victoria 3. Jay 4. Nita 5. Farah 6. Jay 7. Victoria 8. Nita 9. Nita

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 2:** Schools around the world
Lesson C: My beautiful school	**Pages:** 18–19 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 2. Students review school vocabulary in a word race, complete sentences with *a/an/some/any* and *is/isn't/are/aren't*, listen to Sophal talking about his beautiful school, and then design and present a picture of their own beautiful school.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to design a picture of their beautiful school and describe it with there is / there are. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 2, Lesson C, pp. 18–19), Teacher's Guide Book and notebook.
- Audio tracks (T.1.2.7), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review the language through a word race and listening, then work on a mini-project: drawing their beautiful school and presenting it to friends.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *a/an/some/any* and *is/isn't/are/aren't* correctly with school vocabulary.
- **Skill:** Write full, correct sentences about a picture, listen for one or more than one, and present a drawing of their school orally.
- **Attitude:** Be creative, take pride in their school and give positive feedback to classmates' work.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Word find race (Ex. 1) 1. Pairs have 5 minutes to write down as many words as they can remember from the picture on p. 18. 2. Writes the driving question: "What does your beautiful school look like?"	**Step II: 1. LAUNCH (Driving Question) (5 mins)** **Driving Question** • Ex. 1: Word find race *What does a beautiful school look like?*	1. Race to write as many words as possible with a partner. 2. Read the driving question.
Activity 2: Controlled practice (Ex. 2) 1. Students complete the sentences with a/an/some/any and is/isn't/are/aren't using the picture; checks answers. **Activity 3: Writing game (Ex. 3)** 2. Pairs write as many correct sentences about the picture as they can in 6 minutes. Points only for sentences with full stops, capital letters and plural 's'.	**Step III: 2. PLAN (15 mins)** **Plan (language input)** • Ex. 2: Complete the sentences • Ex. 3: Write more full sentences – Game! • Remember: full stops, capitals, plural s	1. Complete the sentences in notebooks. 2. Write many full sentences about the picture in pairs. 3. Count points and check each other's punctuation.
Activity 4: Model listening (Ex. 4–5) 1. Plays T.1.2.7; students tick the things at Sophal's school, then listen again for one or more than one. **Activity 5: Create the project (Ex. 6)** 2. Students draw a picture of their beautiful school in 5 minutes and label the places/things.	**Step IV: 3. CREATE (10 mins)** **Create** • Ex. 4–5: Listen to Sophal (T.1.2.7) • Ex. 6: Draw your beautiful school	1. Listen and tick the things at Sophal's school. 2. Listen again: one or more than one? 3. Draw and label their own beautiful school.
Activity 6: Presentations (Ex. 7) 1. Models: "In my school there is a pool. There are some computers. There aren't any kangaroos!" 2. Students present their drawing to a partner, then change partners twice. The listener must ask one question (Is there a…?).	**Step V: 4. PRESENT (9 mins)** **Present** • Ex. 7: Tell your friend about your school • Model: There is a pool…	1. Present the drawing using there is/there are. 2. Listen and ask one question to each presenter.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks 2–3 students to present to the whole class. Classmates give '2 stars and a wish' (two good things, one idea to improve). 2. Students tick the Unit 2 'I can' checklist. **Closing & Homework (3 mins)** 3. Homework: Finish and colour your school picture and write 6 sentences about it under the picture. 4. Reminder: "Read the Unit 2 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(9 mins)** **Reflect & Assess** • Peer feedback: 2 stars & a wish • Unit 2 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Volunteers present to the class. 2. Give friendly feedback. 3. Tick the Unit 2 checklist. 4. Listen carefully and copy the homework into notebooks. 5. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 18–19):

• Ex. 2 (left): 1. any 2. a 3. some 4. an | (right): 1. is 2. aren't 3. isn't 4. are

• Ex. 4 (T.1.2.7): ticked – 1 (more than one), 2 (one), 3 (more than one), 4 (one), 6 (one), 7 (one), 10 (one).

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 3:** Why are you so naughty?
Lesson A: What's wrong?	**Pages:** 20–21 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to respond to classroom commands (*stand up, sit down, listen, talk, open your book, close your book*), talk about what classmates *should* do, and ask simple classroom questions *What's this? What are these?* It begins with a story about naughty students in class.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to respond to classroom commands, say what people should do and ask what things are. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 3, Lesson A, pp. 20–21), Teacher's Guide Book and notebook.
- Audio tracks (T.1.3.1, T.1.3.2, T.1.3.3), speaker/phone, whiteboard, markers, real classroom objects (pen, book, pencil, eraser).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a funny classroom story, act out commands in the 'Sok Says' game and practise asking 'What's this?' in a teacher role-play.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Recognise classroom commands, the modal *should* and the questions *What's this? / What are these?* with answers *It's a/an… / They're…*
- **Skill:** Listen for gist and detail, follow commands, and ask and answer questions about classroom objects.
- **Attitude:** Respect classroom rules, listen to the teacher and behave well in class.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Picture discussion (Ex. 1) 1. Asks: "Look at the picture. Who is good? Who is naughty? What are their names?" Students can check old lessons. 2. Collects ideas on the board.	**Step II: 1. ENGAGE (5 mins)** **Lead-in** • Ex. 1: Who is good? Who is naughty?	1. Look at the picture and discuss in pairs. 2. Name the naughty people.
Activity 2: Listening for gist (Ex. 2) 1. Plays T.1.3.1; students point to the people when they hear about them. **Activity 3: Listening for detail (Ex. 3)** 2. Students match sentences 1–4 to the people, then compare. Checks: Bopha, Dara, everyone, Sophal.	**Step III: 2. EXPLORE (10 mins)** **Discovery** • Ex. 2: Listen to the story (T.1.3.1) • Ex. 3: Who should do these things?	1. Listen and point to the characters. 2. Match who should do each thing; compare with a partner.
Activity 4: New words (Ex. 4) 1. Students write the commands next to letters a–f; plays T.1.3.2 to check and repeat. 2. Elicits: *He should sit down. She should stand up.* (should + base verb) *CCQ: "'You should listen' – is it a good idea or a bad idea?" (Good idea)* **Activity 5: 'Sok Says' (Ex. 5)** 3. Gives commands; students act only when the teacher says "Sok says…".	**Step IV: 3. EXPLAIN (10 mins)** **Vocabulary & Grammar** • Ex. 4: Commands (T.1.3.2) • should + verb • Ex. 5: 'Sok Says' game	1. Write the commands; listen, check and repeat. 2. Make sentences with should. 3. Play 'Sok Says' as a class.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Group game (Ex. 6) 1. Groups of 4 play 'Sok Says'; whoever makes a mistake becomes Sok. **Activity 7: Classroom questions (Ex. 7–9)** 2. Students look at the pictures and say what the class said; pairs compare, then T.1.3.3 to check and repeat (It's a pen. They're some books.). **Activity 8: Teacher role-play (Ex. 10)** 3. Students take turns being the teacher, holding up objects and asking "What's this? What are these?" Groups vote for the best teacher.	**Step V: 4. ELABORATE (16 mins)** **Elaborate** • Ex. 6: 'Sok Says' in groups • Ex. 7–9: What's this? / What are these? (T.1.3.3) • Ex. 10: Be the teacher – Game!	1. Play 'Sok Says' in groups. 2. Say what the class said in each picture; listen, check and repeat. 3. Take turns being the teacher and answering questions.
Activity 9: Learner assessment 1. Gives fast commands to individual students and holds up objects asking "What's this?". Asks 2 students to say what a naughty student should do. **Closing & Homework (3 mins)** 2. Homework: Draw 5 classroom objects and write What's this? / What are these? with the answers. 3. Reminder: "Read the Unit 3 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (7 mins)** **Formative Assessment** • Quick commands & object questions • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Follow the commands and answer the questions correctly. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 20–21):

- Ex. 3: 1. She should stand up – Bopha 2. He should sit down – Dara 3. They should listen to the teacher – everyone 4. He should talk to his partner – Sophal
- Ex. 4: a) sit down b) stand up c) listen d) close your book e) talk f) open your book
- Ex. 8: 1. It's a pen. (other answers follow the pictures: It's a/an… / They're some…)

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 3:** Why are you so naughty?
Lesson B: What's in the bag?	**Pages:** 22–23 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to find out which bag belongs to Din by reading about twins Din and Dy, then discover the rule for *have/has* and ask and answer *Do you have…? Yes, I do. / No, I don't.* It also practises classroom questions *How do you spell your name? Can you say it again please?*

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can find information about what people have and use have/has and Do you have…? correctly. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 3, Lesson B, pp. 22–23), Teacher's Guide Book and notebook.
- Audio tracks (T.1.3.4, T.1.3.5, T.1.3.6), speaker/phone, whiteboard, markers, two bags with different objects inside (optional).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate a mystery ('Which bag is Din's?') with evidence from the text, discover the have/has rule themselves, and use it in a find-someone game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *have/has* correctly with I/you/we/they and he/she/it; ask *Do you have…?* and give short answers.
- **Skill:** Read for gist and detail, write sentences about what they have and ask and answer questions in a class survey game.
- **Attitude:** Share and compare their belongings politely, help classmates spell names and ask for repetition politely.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Spelling ball 1. Throws a ball and says a word; the student spells it (b-a-g). Reviews classroom objects. **Activity 2: The mystery (Ex. 1)** 2. Shows bags A and B: "How many things can you name?" Then asks the inquiry question: "One bag is Din's. Which one? How can we find out?"	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: Spelling ball • Ex. 1: How many things can you name? *Question: Which bag is Din's?*	1. Spell the words in the spelling ball game. 2. Name the things in the two bags. 3. Guess which bag is Din's.
Activity 3: Read & listen (Ex. 2) 1. Plays T.1.3.4 while students read about Din and Dy. Students decide: Din's bag is A or B? They must give one reason from the text. **Activity 4: Read for details (Ex. 3)** 2. Students answer questions 1–10 (Who has…?) with a partner. Checks; accepts 'No one…' answers.	**Step III: 2. INVESTIGATE (12 mins)** **Investigate** • Ex. 2: Read and listen (T.1.3.4) • Ex. 3: Who has them?	1. Read and listen; decide which bag is Din's and give evidence. 2. Answer the 'Who has…?' questions with a partner.
Activity 5: Discover the rule (Ex. 4) 1. Students look at the reading and circle have/has; elicits the rule: *I/you/we/they have; he/she/it has*. *CCQ: "Avorng – have or has?" (Has) "Din and Dy?" (Have)* 2. Ex. 5: pairs choose the correct verb; check. 3. Ex. 6: students write 5 sentences about what is in their bag.	**Step IV: 3. CREATE (9 mins)** **Create (discover the rule)** • Ex. 4: Have or has? – check the rules • Ex. 5: Talk to your partner • Ex. 6: Write 5 sentences	1. Find have/has in the text and say the rule. 2. Do Ex. 5 orally in pairs. 3. Write 5 sentences about their own bag.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Model & rules (Ex. 7–9) 1. Plays T.1.3.5: "What does Bopha ask?" (Do you have…?). Students choose rule A or B for the game. Plays T.1.3.6; students repeat questions and classroom language. **Activity 7: Survey game (Ex. 10)** 2. Students walk around and ask "Do you have a…?" using their Ex. 6 list, writing names when a friend says "Yes, I do." They ask "How do you spell your name?"	**Step V: 4. DISCUSS (13 mins)** **Discuss** • Ex. 7–9: Bopha's question & rules (T.1.3.5, T.1.3.6) • Ex. 10: 'Same or different?' game	1. Listen to Bopha's question and choose the game rules. 2. Repeat the questions. 3. Play the game asking and spelling names.
Activity 8: Reflection 1. Asks: "Whose bag was A/B? How did you know?" "Who has the most names?" Praises good use of have/has. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about what you and a family member have (I have… / My brother has…). 3. Reminder: "Read the Unit 3 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (7 mins)** **Reflect** • What did we find out? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Explain how they solved the mystery. 2. Report results of the game. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 22–23):

- Ex. 2: Din's bag – the bag with 6 pens, 4 notebooks and an orange (no phone).
- Ex. 3: 1. No one 2. Din and Dy 3. Din and Dy 4. Din and Dy 5. Dy 6. Din and Dy 7. No one 8. No one 9. Din and Dy (Dy has oranges) 10. Din
- Ex. 4: I have; He has; She has | Ex. 5: a) has b) has c) have d) has e) has
- Ex. 8: Rule A – friend says "Yes, I do" → write their name (check with class).

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 1: At a new school	**Unit 3:** Why are you so naughty?
Lesson C: Yes, you should!	**Pages:** 24–25 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 3. Students read about Din, the good twin, and his naughty brother, answer comprehension questions, write what the naughty twin should do, and complete an information-gap speaking task (Student A p. 230 / Student B p. 237).

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to say what people should and shouldn't do in class and exchange information in a speaking task fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 1, Unit 3, Lesson C, pp. 24–25), Teacher's Guide Book and notebook.
- Audio tracks (T.1.3.7), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text, then complete a real information-gap task with a partner, and finally focus on accurate should sentences.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *should / shouldn't + verb* and short answers *Yes, he does. / No, he doesn't.*
- **Skill:** Read for detail, write 5 sentences with should and exchange missing information orally.
- **Attitude:** Value good behaviour in class and encourage classmates to follow school rules.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & lead-in 1. Plays a quick round of 'Sok Says'. Shows the picture (Ex. 1) and asks: "Who is a good student? Who is naughty? Do you know any twins?"	**Step II: 1. PRE-TASK (7 mins)** **Pre-task** • Warmer: classroom commands • Ex. 1: Who is a good student? Do you know any twins?	1. Play the command game. 2. Discuss the picture and share about twins they know.
Activity 2: Read and listen (Ex. 2) 1. Plays T.1.3.7; students find who is Din and who is his twin. **Activity 3: Comprehension (Ex. 3)** 2. Pairs answer questions 1–8 with short answers. Checks as a class.	**Step III: 2. TASK (15 mins)** **Task (reading)** • Ex. 2: Who is Din? (T.1.3.7) • Ex. 3: Answer the questions	1. Read, listen and identify Din. 2. Answer the 8 questions with short answers.
Activity 4: Prepare to write (Ex. 4–5) 1. Students look at the pictures and find the naughty twin. Then they write 5 sentences: what should Din's twin do?	**Step IV: 3. PLANNING (8 mins)** **Planning** • Ex. 4: Can you see Dy? • Ex. 5: Write 5 sentences with should	1. Find Dy in the pictures. 2. Write 5 sentences with should.
Activity 5: Information-gap task (Ex. 6) 1. Divides pairs into A and B. A turns to p. 230, B to p. 237. They must not show their page; they ask and answer to complete the missing information. 2. Asks 3 pairs to report what they found. *ICQ: "Can you show your page to your partner?" (No)*	**Step V: 4. REPORT (12 mins)** **Report** • Ex. 6: Speaking – Student A p. 230 / Student B p. 237	1. Work as A or B, ask and answer to complete the information. 2. Report results to the class.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Language focus & assessment 1. Writes common mistakes from the task on the board (e.g. 'He should sits down') and students correct them. 2. Students tick the Unit 3 checklist. **Closing & Homework (3 mins)** 3. Homework: Write 5 rules for a good student in your class using should / shouldn't. 4. Reminder: "Read the Unit 3 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (6 mins)** **Language Focus** • should / shouldn't • Unit 3 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct the mistakes on the board. 2. Tick the Unit 3 checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 24–25):

• Ex. 3: 1. No, he isn't. 2. 14 3. Kampong Speu 4. Yes, there is. 5. Yes, he does. 6. No, he doesn't. 7. Yes, he does. 8. Everyone.

• Ex. 5: 1. He should sit down. 2. He should listen to the teacher. 3. He should look at the teacher. 4. He should open his book. 5. He should stand up (and go).

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 4:** I study English!
Lesson A: What time do you have class?	**Pages:** 26–27 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name school subjects (*geography, maths, science, Khmer, English, physics*), review the days of the week and talk about their class timetable with *When do you have…? On Monday. / What time do you study…? At 9.30.* Students make their own timetable and interview a partner.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to talk about which classes they take and when, using days of the week and times fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 4, Lesson A, pp. 26–27), Teacher's Guide Book and notebook.
- Audio tracks (T.2.4.1, T.2.4.2, T.2.4.3), speaker/phone, whiteboard, markers, day and subject flashcards, a blank timetable grid on the board.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to Dara's timetable as a model, then complete a real task: making their own timetable and interviewing a partner about it.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name school subjects and days of the week and use *When do you have…? / What time do you study…? On + day / at + time*.
- **Skill:** Listen for specific information to complete a timetable, make their own timetable and ask and answer about a partner's classes.
- **Attitude:** Organise their study time responsibly and show interest in classmates' school life.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: 'Say it differently' (Ex. 1) 1. Students say the days of the week in order in different voices (whisper, shout, sing). Then they say the day before/after a day the teacher calls out. **Activity 2: Subjects (Ex. 2)** 2. Students match subjects 1–6 to pictures a–f in pairs; plays T.2.4.1 to check and drill.	**Step II: 1. PRE-TASK (8 mins)** **Warmer & topic** • Ex. 1: Days of the week – Game! • Ex. 2: Which subjects are they? (T.2.4.1)	1. Say the days of the week in different ways. 2. Match subjects to pictures, listen and check, repeat.
Activity 3: Listen for the big idea (Ex. 3) 1. Plays T.2.4.2: "Are Dara's classes the same as yours?" **Activity 4: Listen for details (Ex. 4)** 2. Students copy the table and fill gaps 1–5 while listening again; compare and check. 3. Plays T.2.4.3; students repeat the Remember questions and answers. *ICQ: "Do you write the subject or the day in the gaps?" (The subject / time)*	**Step III: 2. TASK (13 mins)** **Task (model)** • Ex. 3: Listen to Dara (T.2.4.2) • Ex. 4: Complete the table • T.2.4.3: Listen and repeat	1. Listen and say whether Dara's classes are like theirs. 2. Complete the timetable gaps; compare with a partner. 3. Repeat the model questions and answers.
Activity 5: Prepare the task (Ex. 5) 1. Students draw their real school timetable in notebooks (days, times, subjects). 2. Writes the question models on the board and drills them chorally.	**Step IV: 3. PLANNING (9 mins)** **Planning** • Ex. 5: Make your own timetable • Remember box: When…? On Monday. What time…? At 9.30.	1. Draw their own timetable. 2. Practise the questions chorally.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Interview (Ex. 6) 1. Pairs ask and answer: "What time do you have English? When do you study science?" without looking at each other's timetable and fill in the partner's timetable. 2. Asks 3–4 students to report: "Sokha has English on Monday and Friday at 8 o'clock."	**Step V: 4. REPORT (10 mins)** **Report** • Ex. 6: Ask and answer about your partner	1. Interview a partner and write the answers. 2. Report a partner's timetable to the class.
Activity 7: Language focus 1. Writes 4 gapped sentences: I have maths *Monday* 8 o'clock. Students complete with on/at. 2. Corrects common mistakes heard during the task (e.g. 'in Monday'). **Closing & Homework (3 mins)** 3. Homework: Write 5 sentences about your weekly timetable (I have … on … at …). 4. Reminder: "Read the Unit 4 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (8 mins)** **Language Focus** • Prepositions on/at • Pronunciation of subjects • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Complete the sentences with on/at. 2. Correct the mistakes on the board. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 26–27):

- Ex. 2: a) geography b) physics c) maths d) English e) science f) Khmer
- Ex. 4: (1) English (2) 10.30 (3) Khmer (4) science and maths (5) English
- Remember: When do you have English class? On Monday. What time do you study maths? I study maths at 9.30.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 4:** I study English!
Lesson B: Time for class	**Pages:** 28–29 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to tell the time with *quarter past / quarter to*, learn new words (*Australia, village, microphone, computer*) and read about Jacky, a girl in Australia who studies at home by computer. Students then write about Marshy's school week and play a word-category listening game.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can tell the time, read about a different way of studying and write about someone's weekly activities. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 4, Lesson B, pp. 28–29), Teacher's Guide Book and notebook.
- Whiteboard, markers, a cardboard clock.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate the clock rule (quarter past/quarter to) by themselves, then investigate Jacky's unusual school life through reading.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Tell the time using *quarter past / quarter to* and recognise months, days and subjects.
- **Skill:** Read for gist and detail (true/false), write a paragraph from a timetable and listen to classify words.
- **Attitude:** Respect different ways of learning around the world and value their own opportunity to go to school.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Month chant 1. Students chant the 12 months clapping the rhythm. **Activity 2: Discover the time rule (Ex. 1)** 2. Shows the clock with blue and red sides: "When do we say 'quarter past' and when 'quarter to'?" Pairs look at the examples and decide (blue = past, red = to). 3. Students write the times 9.45, 10.15, 2.45, 8.15 in words; checks with the cardboard clock.	**Step II: 1. ASK (12 mins)** **Ask** • Warmer: Month chant • Ex. 1: What time is it? – discover the rule	1. Chant the months. 2. Find the rule for quarter past/quarter to. 3. Write the four times in words.
Activity 3: New words (Ex. 2) 1. Students label pictures with Australia, village, microphone, computer. **Activity 4: Inquiry reading (Ex. 3–4)** 2. Asks: "Jacky doesn't go to school. How does she study?" Students read quickly to find out, then read again to tick or cross sentences 1–5 and underline the evidence.	**Step III: 2. INVESTIGATE (12 mins)** **Investigate** • Ex. 2: Label the pictures • Ex. 3: Read quickly – Jacky • Ex. 4: Tick or cross	1. Label the pictures. 2. Read quickly and answer the question. 3. Tick/cross sentences 1–5 and show the evidence.
Activity 5: Writing (Ex. 5) 1. Introduces Marshy from Mars. Students use his timetable to write: "Hi! I'm Marshy! On Monday I play with friends. On Tuesday I study flying…"	**Step IV: 3. CREATE (9 mins)** **Create** • Ex. 5: Write about Marshy	1. Write about Marshy's week from the table.
Activity 6: Category game (Ex. 6) 1. Students draw the 3-column table. Partner A reads words in random order; partner B writes them in the right column. Change roles. 2. Asks: "Do you want to study like Jacky? Why/why not?"	**Step V: 4. DISCUSS (9 mins)** **Discuss** • Ex. 6: Listening game – days, months, subjects • Compare Jacky's school and ours	1. Listen and classify words. 2. Discuss the advantages of studying at home or at school.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Moves the clock hands; students say the time quickly. Asks: "What is special about Jacky's school?" **Closing & Homework (3 mins)** 2. Homework: Draw 4 clocks and write the times in words (quarter past / quarter to). 3. Reminder: "Read the Unit 4 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (6 mins)** **Reflect** • Time check • What did we learn? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Tell the time from the clock. 2. Summarise what they learned about Jacky. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 28–29):

- Ex. 1: blue side → quarter past; red side → quarter to. 9.45 = quarter to 10; 10.15 = quarter past 10; 2.45 = quarter to 3; 8.15 = quarter past 8.
- Ex. 2: a) microphone b) computer c) Australia d) village
- Ex. 4: 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓
- Ex. 5 (model): On Monday I play with friends and study martian. On Tuesday I study flying… On Saturday I study maths. On Sunday there is no school.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 4:** I study English!
Lesson C: I love Sundays!	**Pages:** 30–31 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 4: days of the week, school subjects and telling the time. Students order days, recall subjects, listen and match times, and play an information-gap 'Draw the clocks' game (Student A p. 230 / Student B p. 237).

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to review days, subjects and times and use them in speaking games. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 4, Lesson C, pp. 30–31), Teacher's Guide Book and notebook.
- Audio tracks (T.2.4.4), speaker/phone, whiteboard, markers, a cardboard clock.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through competitive games ('Whispers', ordering race, clock drawing) and support each other in pairs.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review days of the week, subjects and time expressions (*o'clock, quarter past, quarter to, half past*).
- **Skill:** Listen and match times with activities, say what people do and when, and give/understand times in an information-gap game.
- **Attitude:** Cooperate with a partner, listen carefully and enjoy friendly competition.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Whispers 1. Teams line up; the teacher whispers a sentence ("I have maths on Monday at quarter past 8") to the first student; it is passed down. The last student writes it on the board.	**Step II: 1. WARM-UP (7 mins)** **Warmer** • Game: 'Whispers'	1. Pass the sentence by whispering; the last student writes it.
Activity 2: Ordering race (Ex. 1) 1. Teams race to write the days in the correct order. First correct team gets 3 points. **Activity 3: Subject memory (Ex. 2)** 2. Teams write the subjects for pictures a–f; checks and awards points for correct spelling.	**Step III: 2. RULES & MODELLING (12 mins)** **Rules & Modelling** • Ex. 1: Order the days – race • Ex. 2: Remember the subjects	1. Order the days quickly in teams. 2. Write and spell the subjects.
Activity 4: Listen and match (Ex. 3) 1. Plays T.2.4.4; students match the people with the times (every day, 2.15, 3.45, 10.30, 8.00). **Activity 5: Memory talk (Ex. 4)** 2. Pairs tell each other what the speakers said; the best pair performs for the class.	**Step IV: 3. GAME PLAY (14 mins)** **Game Play** • Ex. 3: Listen and match (T.2.4.4) • Ex. 4: What did they say?	1. Listen and match. 2. Retell what the speakers said.
Activity 6: Information gap (Ex. 5) 1. Student A turns to p. 230, B to p. 237. A says a time, B draws the clock; then swap. They compare drawings at the end. *ICQ: "Do you say the time or show the picture?" (Say the time)*	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (7 mins)** **Debrief & Language Focus** • Ex. 5: Draw the clocks (A p. 230 / B p. 237)	1. Say and draw times; compare clocks.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Shows times on the cardboard clock for individual students to say. Students tick the Unit 4 checklist. **Closing & Homework (3 mins)** 2. Homework: Write your Sunday: 5 sentences with times (At quarter past 7, I …). 3. Reminder: "Read the Unit 4 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(8 mins)** **Evaluate** • Clock quiz • Unit 4 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say the times. 2. Tick the Unit 4 checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 30–31):

- Ex. 1: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- Ex. 2: a) maths b) science c) Khmer d) English e) physics f) geography
- Ex. 3: match the people to every day / 2.15 / 3.45 / 10.30 / 8.00 as heard in T.2.4.4.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the GBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 5:** Study habits
Lesson A: I love school!	**Pages:** 32–33 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about study habits with verbs *do homework, go to, play, work, study, watch* in the present simple. Students listen to Hiroko from Japan, play 'Code Cracker' as Bopha, and write a short anonymous text about themselves for classmates to guess.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk and write about their study habits and daily school activities. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 5, Lesson A, pp. 32–33), Teacher's Guide Book and notebook.
- Audio tracks (T.2.5.1, T.2.5.2, T.2.5.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students predict and listen, crack a picture code orally, then personalise the language in writing and a guessing game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use study-habit collocations (*do homework, go to school, play games, work, study, watch TV*) in the present simple.
- **Skill:** Listen for gist and detail, match sentence halves, speak as a character and write a short self-description.
- **Attitude:** Value good study habits and be honest about their own habits.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Prediction (Ex. 1–2) 1. Shows Hiroko: "Can you guess what she loves? school, study, her teacher or games?" Students write a guess. Plays T.2.5.1 to check. Teaches 'Cool kids say: Guess what!'	**Step II: 1. ENGAGE (6 mins)** **Engage** • Ex. 1: What does Hiroko love? • Ex. 2: Listen and check (T.2.5.1)	1. Guess and write what Hiroko loves. 2. Listen and check.
Activity 2: Sentence halves (Ex. 3) 1. Pairs match halves 1–8 with a–h from memory, then listen to T.2.5.1 again to check. **Activity 3: New words (Ex. 4)** 2. Students match go, play, work, do homework, study, watch to pictures 1–6; plays T.2.5.2 to check and repeat.	**Step III: 2. EXPLORE (8 mins)** **Explore** • Ex. 3: Match sentence halves • Ex. 4: New words (T.2.5.2)	1. Match the sentence halves; listen and check. 2. Match the verbs to pictures; repeat.
Activity 4: Code Cracker (Ex. 5–6) 1. Asks what students remember about Bopha. Pairs take turns pretending to be Bopha and use the picture code to say the text. Plays T.2.5.3 to check. 2. Highlights: *I do homework. I go to school. I work hard. I play football.* (I + base verb) *CCQ: "Do we say 'I plays' or 'I play'?" (I play)*	**Step IV: 3. EXPLAIN (8 mins)** **Explain** • Ex. 5: What can you remember about Bopha? • Ex. 6: Code Cracker (T.2.5.3)	1. Remember facts about Bopha. 2. Crack the code orally as Bopha; listen and check.
Activity 5: Notes (Ex. 7) 1. Students answer 6 questions in note form. **Activity 6: Writing (Ex. 8)** 2. Students write a paragraph about themselves without their name ("I'm 13. I'm from… I always do my homework…"). **Activity 7: Guess who (Ex. 9)** 3. Collects and redistributes texts; students read and guess the writer.	**Step V: 4. ELABORATE (17 mins)** **Elaborate** • Ex. 7: Answer the questions (notes) • Ex. 8: Write about you – no name! • Ex. 9: Swap and guess	1. Answer the questions in notes. 2. Write an anonymous paragraph. 3. Read a classmate's text and guess who wrote it.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Asks quick questions: "Do you watch TV every day? Do you do homework?" Students write one sentence about a good study habit they have. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about your study habits (I do… / I study… / I watch…). 3. Reminder: "Read the Unit 5 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(9 mins)** **Evaluate** • Oral check: study habits • Exit sentence • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer the questions. 2. Write one exit sentence. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 32–33):

- Ex. 1–2: Hiroko loves school.
- Ex. 3: 1–g, 2–f, 3–h, 4–c, 5–b, 6–a, 7–e, 8–d
- Ex. 4: go – 5, play – 2, work – 3, do homework – 1, study – 4, watch – 6
- Ex. 6: 1) 13 years old 2) Cambodia 3) school 4) go 5) Dara 6) Sophal 7) classmates 8) do 9) study 10) work 11) play 12) football 13) watch

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 5:** Study habits
Lesson B: Are you a good student?	**Pages:** 34–35 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to find out who is a good student by reading Dara's and Sophal's texts, and to discover the meaning of the frequency adverbs *never, sometimes, always* (0%–100%). Students then ask *How often do you…?* and do a quiz to find which character their partner is like.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can describe study habits with never, sometimes and always and ask How often do you…?. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 5, Lesson B, pp. 34–35), Teacher's Guide Book and notebook.
- Audio tracks (T.2.5.4, T.2.5.5), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate two texts to answer 'Who is a good student?', discover the frequency scale, and apply it in a partner quiz.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Understand and use *never (0%), sometimes (30%), always (100%)* and the question *How often do you…?*
- **Skill:** Read and listen for detail, complete a table, place adverbs on a scale and ask and answer in a quiz.
- **Attitude:** Reflect honestly on their own habits and choose to become better students.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: ABC ball 1. Students throw a ball and say a school word starting with the next letter (A – art, B – book…). **Activity 2: Inquiry question (Ex. 1)** 2. Shows the two pictures: "Who is a good student? Who is naughty? How do you know?"	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: ABC ball • Ex. 1: Who is a good student? Who is naughty?	1. Play ABC ball. 2. Guess and give reasons from the pictures.
Activity 3: Read & listen (Ex. 2) 1. Plays T.2.5.4; students check their guesses (Dara is naughty, Sophal is good). **Activity 4: Table (Ex. 3)** 2. Pairs write Sophal or Dara in the table (none / some / all of the time) and underline the evidence words in the texts.	**Step III: 2. INVESTIGATE (14 mins)** **Investigate** • Ex. 2: Listen, read and check (T.2.5.4) • Ex. 3: Complete the table	1. Read, listen and check. 2. Complete the table with evidence.
Activity 5: Discover the scale (Ex. 4) 1. Students place never, sometimes, always on the 0%–100% line. Elicits position: *I always do my homework.* (before the main verb).	**Step IV: 3. CREATE (5 mins)** **Create (discover)** • Ex. 4: How often? never – sometimes – always	1. Put the adverbs on the scale. 2. Say sentences with the adverbs.
Activity 6: Model dialogue (Ex. 5) 1. Plays T.2.5.5: "Is Sreymao a good student?" Drills: How often do you do homework? – I always do my homework. **Activity 7: Quiz (Ex. 6–7)** 2. Pairs ask "How often do you…?", circle the score (0/1/2), add up and check the result on p. 230: which character are they like?	**Step V: 4. DISCUSS (15 mins)** **Discuss** • Ex. 5: Sreymao and Bopha (T.2.5.5) • Ex. 6: Quiz – Is your partner a good student? • Ex. 7: Check on p. 230	1. Listen and answer the question. 2. Do the quiz with a partner and calculate the score. 3. Check the result on p. 230.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Reflection 1. Asks: "Who is like Sophal? Who is like Dara? What one habit do you want to change?" Students write one sentence: "I want to always…" **Closing & Homework (3 mins)** 2. Homework: Write 5 sentences about your family's habits using never, sometimes and always. 3. Reminder: "Read the Unit 5 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (7 mins)** **Reflect** • Results & self-reflection • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Share quiz results. 2. Write one goal sentence. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 34–35):

- Ex. 1–2: Sophal is a good student; Dara is naughty.
- Ex. 3: do homework – Dara (none), Sophal (all); work – Sophal (all); study – Sophal (all); play games – Sophal (none), Dara (all); watch TV – Sophal (none), Dara (all); go to school – Dara (some), Sophal (all)
- Ex. 4: never – 0%, sometimes – 30%, always – 100%
- Ex. 5: Sreymao answers with 'I always do my homework' – she is a good student (check T.2.5.5).

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 5:** Study habits
Lesson C: Is that right?	**Pages:** 36–37 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 5. Students listen to Ms. Mom talking about her job and decide if statements are right or wrong, find her one false sentence, judge true/false sentences from percentage tables, and play a 'Two truths and lies' game about themselves using never/sometimes/always.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to check information with Yes, that's right / No, that's not right and talk about how often they do things. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 5, Lesson C, pp. 36–37), Teacher's Guide Book and notebook.
- Audio tracks (T.2.5.6, T.2.5.7), speaker/phone, whiteboard, markers.

Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen and judge statements, then play a guessing game about true and false sentences in groups.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use frequency adverbs with percentages and the responses *Yes, that's right. / No, that's not right.*
- **Skill:** Listen for detail, compare information in a table with sentences, and write true and false sentences about themselves.
- **Attitude:** Respect teachers' work, be honest and enjoy guessing games with classmates.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in & gist (Ex. 1) 1. Asks: "Does Ms. Mom like her job? Guess." Plays T.2.5.6; students write Yes, she does / No, she doesn't.	**Step II: 1. WARM-UP (6 mins)** **Warm-up** • Ex. 1: Does Ms. Mom like her job? (T.2.5.6)	1. Guess and listen for the answer.
Activity 2: Right or wrong? (Ex. 2) 1. Students tick/cross sentences a–f while listening again; class responds chorally "Yes, that's right!" or "No, that's not right!" **Activity 3: Find the lie (Ex. 3)** 2. Students read the tapescript and guess Ms. Mom's false sentence; plays T.2.5.7 to check.	**Step III: 2. RULES & MODELLING (10 mins)** **Rules & Modelling** • Ex. 2: Yes, that's right / No, that's not right • Ex. 3: Find the false sentence (T.2.5.7)	1. Tick or cross sentences and respond chorally. 2. Guess the false sentence; listen and check.
Activity 4: Team quiz (Ex. 4) 1. Teams compare the percentage tables with the sentences and tick true / cross false. Fastest correct team wins points. 2. Reminds: 100% = always, 30% = sometimes, 0% = never.	**Step IV: 3. GAME PLAY (10 mins)** **Game Play** • Ex. 4: True or false? – table and sentences	1. Compare the table and sentences in teams. 2. Tick/cross and win points.
Activity 5: Two truths and lies (Ex. 5–6) 1. Students write 3 true and 2 false sentences with never/sometimes/always. In groups they read them; friends answer "Yes, that's right" or "No, that's not right" to guess. 2. Monitors and writes errors for feedback (e.g. 'I never plays').	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (12 mins)** **Debrief & Language Focus** • Ex. 5: Write 3 true and 2 false sentences • Ex. 6: Can they guess?	1. Write 5 sentences. 2. Play the guessing game in groups.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Feedback & assessment 1. Students correct errors on the board. Students tick the Unit 5 checklist. **Closing & Homework (3 mins)** 2. Homework: Interview a family member: write 5 sentences about how often he/she does things. 3. Reminder: "Read the Unit 5 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(10 mins)** **Evaluate** • Error correction • Unit 5 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct the errors. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 36–37):

- Ex. 1: Yes, she does (she loves her students).
- Ex. 2: check with T.2.5.6 (e.g. f. She loves her students – Yes, that's right).
- Ex. 3: answer given in T.2.5.7.
- Ex. 4: compare each sentence with the percentages (100% = always, 70–85% = usually/often, 30% = sometimes, 0% = never).

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the GBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 6:** Talking with teachers
Lesson A: Can we have a party?	**Pages:** 38–39 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to ask permission and make simple requests with *Can I/we…? May I/we…?* and answer *Yes, you can/may. No, you can't/may not.* Students listen to Bopha asking to have a party at school with her friend Linda, then practise asking the teacher and role-play with 'Mr. Sovann'.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to ask for permission and make polite requests with can and may. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 6, Lesson A, pp. 38–39), Teacher's Guide Book and notebook.
- Audio tracks (T.2.6.1, T.2.6.2), speaker/phone, whiteboard, markers, picture cards of classroom requests.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students hear the language in a story, practise it in controlled drills and a guessing game, then produce it in a role-play.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *Can I/we…? / May I/we…?* and the answers *Yes, you can/may. No, you can't/may not.*
- **Skill:** Listen for gist and detail, make requests about pictures and role-play polite requests to teachers.
- **Attitude:** Be polite and respectful when asking teachers and adults for permission.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Active true or false 1. Says sentences about the class; students stand for true, sit for false. **Activity 2: Lead-in (Ex. 1–2)** 2. Students guess what the characters are doing and where Linda is from.	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warm-up & Lead-in** • Game: 'Active true or false' • Ex. 1–2: What are they doing? Where is she from?	1. Stand/sit to answer. 2. Guess and tell a partner.
Activity 3: Listening (Ex. 3–4) 1. Asks: "Can Bopha have a party at school?" Plays T.2.6.1; then students tick/cross 1–5. **Activity 4: Present the language** 2. Writes the Remember box; plays T.2.6.2 for repetition. Explains: *May* is more polite – use it with teachers. *CCQ: "Can we use 'May I…?' with our teacher?" (Yes) "Is 'No, you can't' a yes or a no?" (No)*	**Step III: 2. PRESENTATION (12 mins)** **Presentation** • Ex. 3–4: Listen (T.2.6.1) • Remember box: Can/May…? (T.2.6.2)	1. Listen and answer; tick or cross sentences. 2. Repeat the questions and answers.
Activity 5: Guessing game (Ex. 5) 1. Student A makes a request about one picture ("May I go to the bathroom?"); B guesses the picture. Change roles.	**Step IV: 3. CONTROLLED PRACTICE (7 mins)** **Controlled Practice** • Ex. 5: Picture guessing game	1. Make requests and guess pictures in pairs.
Activity 6: Ask your teacher (Ex. 6) 1. Students ask real requests: "Ms. ___, may I talk to Sophal, please?" Teacher answers. **Activity 7: Role-play (Ex. 7)** 2. Groups of 4: one student is Mr. Sovann; others ask requests ("Mr. Sovann, can I go home early?"). Mr. Sovann answers and gives a reason.	**Step V: 4. PRODUCTION (14 mins)** **Production** • Ex. 6: Ask your teacher! • Ex. 7: Role-play with Mr. Sovann	1. Ask the teacher polite questions. 2. Role-play in groups, taking turns as Mr. Sovann.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Two groups perform their role-play. Each student writes one polite request to the teacher on a slip of paper. **Closing & Homework (3 mins)** 2. Homework: Write 5 polite requests you can ask at school and at home with May I…? / Can I…? 3. Reminder: "Read the Unit 6 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING** **(8 mins)** **Evaluation** • Performance check • Exit question • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Perform or watch the role-plays. 2. Write one request. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 38–39):

- Ex. 3: No – Bopha can't have a party at school (check T.2.6.1).
- Ex. 4: answers as in T.2.6.1 (e.g. 2. Linda is visiting Bopha – ✗; 3. Linda is from Cambodia – ✗; 5. Bopha can bring Linda to school – ✓).
- Remember: Can we have a party at school? – Yes, you can. / No, you can't. May I bring my friend? – Yes, you may. / No, you may not.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 6:** Talking with teachers
Lesson B: Water Festival fun	**Pages:** 40–41 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to learn Water Festival words (*fireworks, celebration, boat racing*), read a dialogue in which Bopha asks her mum for permission, and write and role-play their own requests to go to the Water Festival.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to make requests about festival activities and respond to them in role-plays fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 6, Lesson B, pp. 40–41), Teacher's Guide Book and notebook.
- Audio tracks (T.2.6.3), speaker/phone, whiteboard, markers, pictures of the Water Festival.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model dialogue, plan their own requests for the Water Festival, and perform a role-play and guessing game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Recognise festival vocabulary (*fireworks, celebration, boat racing, Ambok, paper boat*) and use *May I/we…? Can I/we…?*
- **Skill:** Read for gist and detail, write requests and role-play a conversation with a parent.
- **Attitude:** Appreciate Cambodian festivals and culture and ask parents for permission respectfully.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the Water Festival pictures: "What are they doing? What can you see?" **Activity 2: New words (Ex. 2)** 2. Students match fireworks, celebration, boat racing to the pictures; plays T.2.6.3 to check and repeat.	**Step II: 1. PRE-TASK (10 mins)** **Pre-task** • Warmer: Active true or false • Ex. 1–2: New words (T.2.6.3)	1. Say what they see. 2. Match the words; listen and repeat.
Activity 3: Reading (Ex. 3–4) 1. Students read quickly: "Who is Bopha going out with?" Then they read again and write who said sentences 1–5.	**Step III: 2. TASK (10 mins)** **Task (model text)** • Ex. 3: Who is Bopha going out with? • Ex. 4: Who said these?	1. Read quickly to answer. 2. Write who said each sentence.
Activity 4: Plan requests (Ex. 5) 1. Students list what they want to do at the festival and write requests: "Mum, may I see the fireworks? Mum, can we eat Ambok?"	**Step IV: 3. PLANNING (10 mins)** **Planning** • Ex. 5: Make a list – write requests to Mum	1. Make a list and write 4–5 requests.
Activity 5: Role-play (Ex. 6) 1. Pairs: one is the child, one is the parent; the parent answers Yes/No with a reason. Two pairs perform. **Activity 6: Guessing game (Ex. 7)** 2. A asks a funny request about one picture ("Can I have ice cream in class?"); B guesses the picture number.	**Step V: 4. REPORT (10 mins)** **Report** • Ex. 6: Role-play with a partner • Ex. 7: Guessing game	1. Role-play child and parent. 2. Play the guessing game.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Writes 4 mixed-up questions on the board for students to reorder (e.g. 'I / may / out / go?'). Checks short answers. **Closing & Homework (3 mins)** 2. Homework: Write a short dialogue (6 lines) asking your parents for permission to go to a festival. 3. Reminder: "Read the Unit 6 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (8 mins)** **Language Focus** • can vs may; short answers • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Reorder the questions and give short answers. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 40–41):

- Ex. 1–2: 1. fireworks (b) 2. celebration (c) 3. boat racing (a)
- Ex. 3: Bopha goes out with Dara, Sophal and Avorng.
- Ex. 4: 1. Avorng 2. Sophal and Dara 3. Bopha 4. Bopha's mum 5. Bopha's mum

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 2: Good students	**Unit 6:** Talking with teachers
Lesson C: Can I do everything?	**Pages:** 42–43 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 6. Students listen and tick/cross requests, review the answers to *Can/May I/we…?*, then make a class 'Permission Poster' of things students want to ask, survey friends and present the results.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to make a list of requests, survey classmates and present a short permission poster. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 2, Unit 6, Lesson C, pp. 42–43), Teacher's Guide Book and notebook.
- Audio tracks (T.2.6.4), speaker/phone, whiteboard, markers, A3 paper, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review by listening, then complete a mini-project in groups: listing requests, asking friends and presenting results.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review *Can I/we…? May I/we…? Yes, you can/may. No, you can't/may not.*
- **Skill:** Listen for details, write a list of requests, ask and answer with partners and present results.
- **Attitude:** Work in teams, respect others' answers and follow school rules.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Says "I hear with my little ear something beginning with…" for classroom sounds/words. 2. Writes the driving question: "What do students in our class want to ask the teacher?"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Driving Question** • Warmer: 'I hear with my little ear' • Question: What do students want to ask at school?	1. Guess the words. 2. Think about the driving question.
Activity 2: Listening (Ex. 1) 1. Plays T.2.6.4; students tick/cross the pictures. **Activity 3: Review (Ex. 2)** 2. Students write the matching answers for Can I? Can we? May I? May we? Checks.	**Step III: 2. PLAN (10 mins)** **Plan** • Ex. 1: Listen and tick/cross (T.2.6.4) • Ex. 2: Can you remember? (answers)	1. Listen and tick/cross. 2. Write the correct answers.
Activity 4: Group survey (Ex. 3) 1. Groups of 4 use the pictures and their own ideas to list 5 requests. Each member asks 3 classmates and records Yes/No answers. 2. Groups put their requests and results on an A3 poster titled 'Can I do everything?'	**Step IV: 3. CREATE (14 mins)** **Create** • Ex. 3: Make a list – ask your friends • Group poster	1. Write a list of requests. 2. Ask classmates and record answers. 3. Make the group poster.
Activity 5: Presentations (Ex. 4) 1. Each group presents: "We asked 'May we play football at break?' 10 students said 'Yes, you may'." Teacher answers as the 'principal'.	**Step V: 4. PRESENT (10 mins)** **Present** • Ex. 4: Ask and answer with pictures • Poster presentations	1. Present the poster. 2. Listen and ask follow-up questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Asks: "Which request was the most popular? Which is polite: can or may?" Students tick the Unit 6 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 3 requests for your teacher and 3 for your parents with May I…? 3. Reminder: "Read the Unit 6 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING (7 mins)** **Reflect & Assess** • Unit 6 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer the reflection questions. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 42–43):

• Ex. 1: tick/cross as heard in T.2.6.4.

• Ex. 2: Can I? / Can we? → Yes, you can. / No, you can't. May I? / May we? → Yes, you may. / No, you may not.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 7:** Getting ready for school
Lesson A: The things we do for school	**Pages:** 44–45 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about their daily routines and the things they do to get ready for school: *have a shower, get ready, get dressed, comb my hair, brush my teeth, have breakfast, hang out with my friends*, using sequence words *First, Then, After that*.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to describe their morning routine in order using daily-routine verbs and sequence words. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 7, Lesson A, pp. 44–45), Teacher's Guide Book and notebook.
- Audio tracks (T.3.7.1, T.3.7.2, T.3.7.3), speaker/phone, whiteboard, markers, routine picture cards.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students match pictures, listen to Bopha and Dara, compare themselves with the characters and then tell their own routines and Avorng's routine.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name daily-routine actions and use *First, Then, After that* and times (*at 5.30*) in the present simple.
- **Skill:** Listen for specific information, compare routines and describe their own and another person's day orally.
- **Attitude:** Value a healthy, well-organised morning routine and being on time for school.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Line Up! 1. Gives each student a card with a time (5.30, 6.15…). Students say their time aloud and line up in order from earliest to latest. 2. Asks: "What do you do at 5.30?" to lead into the topic.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Game: 'Line Up!' (times)	1. Say their time and line up in order. 2. Answer the lead-in question.
Activity 2: New words (Ex. 1) 1. Students match phrases 1–6 with pictures a–f; plays T.3.7.1 to check and repeat with actions. **Activity 3: Listen for gist (Ex. 2)** 2. Plays T.3.7.2: "Are you like Bopha or Dara?" Pairs discuss.	**Step III: 2. EXPLORE (10 mins)** **Explore** • Ex. 1: Look and match (T.3.7.1) • Ex. 2: Who are you like? (T.3.7.2)	1. Match, listen, repeat and mime the actions. 2. Listen and say who they are like.
Activity 4: Listen for details (Ex. 3) 1. Students tick sentences 1–7 for Bopha or Dara while listening again; checks. **Activity 5: Sequence words** 2. Plays T.3.7.3; students repeat. Writes: *I wake up at 5.30. Then, I have breakfast. After that, I put on my school uniform.* *CCQ: "Which comes first – 'then' or 'first'?" (First)*	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 3: Tick – Bopha or Dara • Remember box: First/Then/After that (T.3.7.3)	1. Tick the table while listening. 2. Repeat the sentences and copy the sequence words.
Activity 6: Personal routines (Ex. 4) 1. In small groups, students tell their routine with times: "I get up at 5.00. Then I…" **Activity 7: Avorng's day (Ex. 5)** 2. Groups describe Avorng's day from the pictures (In the morning, he…); one student tells the teacher.	**Step V: 4. ELABORATE (14 mins)** **Elaborate** • Ex. 4: What do you do every day? • Ex. 5: What does Avorng do every day?	1. Tell their group their routine. 2. Describe Avorng's day and report to the teacher.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Mimes actions; students say the sentence with a sequence word. Each student writes 3 sentences about their morning. **Closing & Homework (3 mins)** 2. Homework: Write your morning routine (6 sentences) using First, Then, After that and times. 3. Reminder: "Read the Unit 7 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (7 mins)** **Evaluate** • Mime & say • Exit: 3 sentences • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say the sentences for the mimes. 2. Write 3 sentences. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 44–45):

- Ex. 1: 1. have a shower (e) 2. get ready (a) 3. get dressed (b) 4. comb my hair (c) 5. brush my teeth (f) 6. have breakfast (d)
- Ex. 3: tick for Bopha or Dara as heard in T.3.7.2 (both brush their teeth).
- Remember: I wake up at 5.30. Then, I have breakfast. After that, I put on my school uniform.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 7:** Getting ready for school
Lesson B: A cold cool school	**Pages:** 46–47 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about Bonny's school day in Canada, put her activities in order with times, compare her routine with their own and play a time-guessing game. Language: *usually, then, after that*, daily activities and times.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can read about a daily routine in another country and compare it with their own. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 7, Lesson B, pp. 46–47), Teacher's Guide Book and notebook.
- Whiteboard, markers, a world map.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate the question 'Is a school day in Canada the same as in Cambodia?' by reading, ordering events and comparing.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Recognise routine phrases (*get up, have breakfast, walk the dog, hang out, go to bed*) and ordinal order (first – tenth).
- **Skill:** Read for gist and detail, complete a sequence table with times and write sentences about their own day.
- **Attitude:** Respect different cultures and appreciate their own daily life.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Which time? 1. Shows times on the board; students shout an activity they do at that time. **Activity 2: Inquiry question (Ex. 1)** 2. Shows the snowy picture: "What country is this? Is a school day there the same as ours?" Students guess.	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: 'Which time?' • Ex. 1: What country is this?	1. Say activities for the times. 2. Guess the country and predict differences.
Activity 3: Read for the big idea (Ex. 2) 1. Students read quickly and tell a partner one thing that is the same and one that is different. **Activity 4: Read for details (Ex. 3)** 2. Students complete gaps 1–5 in the sequence table; compare and check.	**Step III: 2. INVESTIGATE (14 mins)** **Investigate** • Ex. 2: Read quickly – same or different? • Ex. 3: Complete the table	1. Read quickly and compare with a partner. 2. Complete the table with activities and times.
Activity 5: Writing (Ex. 4) 1. Students change the table to show their own day with their times, write the sentences and draw themselves.	**Step IV: 3. CREATE (9 mins)** **Create** • Ex. 4: Complete your own table – write sentences • Draw yourself	1. Write their own routine table and sentences. 2. Draw a picture of themselves.
Activity 6: Guessing game (Ex. 5) 1. A says a time from their table; B guesses: "You get up at 7.30." A answers "Yes!" or "No, you're wrong!"	**Step V: 4. DISCUSS (10 mins)** **Discuss** • Ex. 5: Guessing game – say the times	1. Play the guessing game in pairs.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "What is different about Bonny's day? (dinner at 4.00, walk the dog, cheese and bread) Would you like to go to school in Canada?" **Closing & Homework (3 mins)** 2. Homework: Write 5 sentences comparing your day with Bonny's day (Bonny has dinner at 4.00. I have dinner at …). 3. Reminder: "Read the Unit 7 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING** **(8 mins)** **Reflect** • Answer the inquiry question • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Share differences and opinions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 46–47):

• Ex. 1: Canada.

• Ex. 3: (1) I have breakfast (2) We have lunch (3) 2.15 (4) I walk the dog (5) 9.30

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 7:** Getting ready for school
Lesson C: Great days	**Pages:** 48–49 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 7. Students review ordinal numbers (*first – tenth*), listen and order what Bopha does on Sunday, write about Avorng's day and play 'Sok Says' with routine actions.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to use ordinal numbers and describe daily routines in order. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 7, Lesson C, pp. 48–49), Teacher's Guide Book and notebook.
- Audio tracks (T.3.7.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through charades, ordering and 'Sok Says', then write a short paragraph.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use ordinal numbers *1st–10th* and routine verbs in sequence.
- **Skill:** Listen and order pictures, write a short paragraph about someone's day and follow spoken commands.
- **Attitude:** Participate actively, take turns and enjoy learning through games.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Charades 1. A student mimes a routine action; teams guess the phrase (brush my teeth, comb my hair…).	**Step II: 1. WARM-UP (7 mins)** **Warm-up** • Game: Charades (routine actions)	1. Mime and guess routine actions.
Activity 2: Ordinal review (Ex. 1) 1. Students order and write ordinals in full (first, second…tenth); checks spelling. 2. Plays 'Buzz' counting in ordinals (first, second, buzz…).	**Step III: 2. RULES & MODELLING (10 mins)** **Rules & Modelling** • Ex. 1: Ordinal numbers • Stirrer: 'Buzz!' with ordinals	1. Order and spell the ordinals. 2. Play 'Buzz'.
Activity 3: Listen and order (Ex. 2) 1. Plays T.3.7.4; teams order the pictures using 1st, 2nd, 3rd… First team with all correct wins.	**Step IV: 3. GAME PLAY (8 mins)** **Game Play** • Ex. 2: Bopha's Sunday (T.3.7.4)	1. Listen and order the pictures in teams.
Activity 4: Writing (Ex. 3) 1. Students write Avorng's day using the pictures: "Every day, I get up at… Then I…" Reminds about First, Then, After that.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (10 mins)** **Debrief & Language Focus** • Ex. 3: Write about Avorng's day	1. Write the paragraph about Avorng.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Sok says (Ex. 4) 1. Plays 'Sok says' with routine commands (Sok says brush your teeth!). Students who make mistakes become Sok. 2. Students tick the Unit 7 checklist. **Closing & Homework (3 mins)** 3. Homework: Write about your Sunday using ordinals or First, Then, After that, Finally (6 sentences). 4. Reminder: "Read the Unit 7 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (13 mins)** **Evaluate** • Ex. 4: Sok says! • Unit 7 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Play 'Sok says'. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 48–49):

• Ex. 1: 1st first, 2nd second, 3rd third, 4th fourth, 5th fifth, 6th sixth, 7th seventh, 8th eighth, 9th ninth, 10th tenth

• Ex. 2: order the pictures as heard in T.3.7.4.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 8:** Going to school
Lesson A: Do you know what he does?	**Pages:** 50–51 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to use the present simple third person (*he brushes, he watches, he doesn't brush, does he…?*) to talk about what other people do, and to pronounce the final 's' in three ways (/s/, /z/, /ɪz/). Sophal tells Linda about Dara.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to say what other people do and don't do with the correct third-person form and pronunciation. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 8, Lesson A, pp. 50–51), Teacher's Guide Book and notebook.
- Audio tracks (T.3.8.1, T.3.8.2, T.3.8.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students hear the grammar in Sophal's sentences, discover the s/es rule, practise the pronunciation and then use it in a find-someone activity.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *he/she/it + verb-s/es*, *doesn't + base verb*, *Does he…?* and the three pronunciations of final s.
- **Skill:** Listen to identify people, apply the s/es rule, ask Do you…? questions and report about classmates.
- **Attitude:** Talk respectfully about others and be honest about their own habits.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the picture: "Can you remember who the people are? Why is Sophal talking to Linda?" Students guess.	**Step II: 1. WARM-UP & LEAD-IN (6 mins)** **Warm-up & Lead-in** • Ex. 1: Who are the people? Why is Sophal talking to Linda?	1. Remember the characters and guess.
Activity 2: Listening (Ex. 2–3) 1. Pairs guess S, D or L for sentences 1–11, then listen to T.3.8.1 and check. **Activity 3: Grammar (Ex. 4)** 2. Plays T.3.8.2: I brush / He brushes / He doesn't brush / Does he brush? Students choose rule A or B. *CCQ: "After 'doesn't', do we add s?" (No) "He ___ (watch) TV." (watches)*	**Step III: 2. PRESENTATION (12 mins)** **Presentation** • Ex. 2–3: Sophal, Dara or Linda? (T.3.8.1) • Ex. 4: The rule A or B (T.3.8.2)	1. Guess and check who each sentence is about. 2. Choose the correct rule.
Activity 4: Pronunciation (Ex. 5) 1. Plays T.3.8.3; students repeat sleeps /s/, listens /z/, watches /ɪz/. 2. Game: says verbs; students put hands up for /s/, on head for /z/, clap for /ɪz/.	**Step IV: 3. CONTROLLED PRACTICE (10 mins)** **Controlled Practice** • Ex. 5: 3 ways to say end s (T.3.8.3) • Pronunciation game	1. Listen and repeat the endings. 2. Play the pronunciation game.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Prepare (Ex. 6–7) 1. Students tick/cross a–l about themselves, then tell a partner. **Activity 6: Survey (Ex. 8–9)** 2. Students ask "Do you…?" to find one classmate who does and one who doesn't, then report to a new friend: "Dara brushes his teeth. Sokha doesn't watch TV."	**Step V: 4. PRODUCTION (15 mins)** **Production** • Ex. 6–7: Tick what you do – tell your friend • Ex. 8: Find someone who… • Ex. 9: Tell a new friend	1. Tick/cross and tell a partner. 2. Ask classmates and write names. 3. Report using he/she + verb-s.
Activity 7: Assessment 1. Says a sentence with I; students change it to he/she with correct pronunciation (I watch TV → She watches TV). **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about a family member: 3 things he/she does and 3 things he/she doesn't do. 3. Reminder: "Read the Unit 8 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING (5 mins)** **Evaluation** • Quick sentence check • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Transform sentences orally. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 50–51):

• Ex. 2–3: 1. S 2. S 3. D 4. S 5. S 6. D 7. D 8. D 9. D 10. D 11. L

• Ex. 4: Rule – I, you, we, they: no s; he, she, it: s/es; after do/does/doesn't/don't: no s.

• Ex. 5: /s/ sleeps, talks, gets; /z/ pens, listens, goes, borrows, showers; /ɪz/ watches, brushes

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PPP stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 8:** Going to school
Lesson B: Liar liar	**Pages:** 52–53 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to investigate whether Dara is telling the truth about his morning routine, answer questions with *Yes, he does. / No, he doesn't.*, discover the rules for *do/does/don't/doesn't*, write questions about Linda and play 'Guess Who'.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can ask and answer Yes/No questions with do/does and check if information is true. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 8, Lesson B, pp. 52–53), Teacher's Guide Book and notebook.
- Audio tracks (T.3.8.5), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate the inquiry 'Is Dara a liar?' by comparing the cartoon with his text, then discover grammar rules by deciding truths and lies.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *Do/Does…?* questions, short answers and negatives *don't/doesn't* with the correct subjects.
- **Skill:** Read and listen for detail, compare text and picture, write questions and play a question-guessing game.
- **Attitude:** Value honesty and tell the truth.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the cartoon of Dara's morning. Asks the inquiry question: "Dara says he is a good student. Is he a liar? How can we find out?"	**Step II: 1. ASK (5 mins)** **Ask** • Ex. 1: What does Dara do in the morning? *Inquiry: Is Dara a liar?*	1. Describe the cartoon and guess.
Activity 2: Read & listen (Ex. 2) 1. Plays T.3.8.5; students compare Dara's words with the cartoon: "Is the cartoon real?" (Yes – Dara is a liar.) **Activity 3: Questions (Ex. 3)** 2. Students answer 1–9 about what Dara SAID, then discuss what the cartoon shows really.	**Step III: 2. INVESTIGATE (14 mins)** **Investigate** • Ex. 2: Read & listen (T.3.8.5) • Ex. 3: Answer with Yes, he does / No, he doesn't	1. Compare text and picture. 2. Answer the 9 questions with short answers.
Activity 4: Grammar discovery (Ex. 4–5) 1. Pairs ask "Do you lie?" then study the table and decide whether rules 1–12 are truths or lies. 2. Checks and writes the correct rules on the board.	**Step IV: 3. CREATE (10 mins)** **Create (discover rules)** • Ex. 4: Do you lie? – table • Ex. 5: Truths or lies? (grammar rules)	1. Ask the question in pairs. 2. Decide which rules are true.
Activity 5: Writing questions (Ex. 6–7) 1. Students write 10 Does she…? questions Sophal can ask about Linda. **Activity 6: Guess Who (Ex. 8)** 2. Pairs choose a person both know; one asks Yes/No questions (Is it a girl? Does she like school?) to guess.	**Step V: 4. DISCUSS (14 mins)** **Discuss** • Ex. 6–7: Write 10 questions about Linda • Ex. 8: 'Guess Who' game	1. Write 10 questions. 2. Play 'Guess Who'.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "Was Dara a liar? What does he really do? Why is it important to tell the truth?" **Closing & Homework (3 mins)** 2. Homework: Write 5 Does…? questions and answers about a friend or family member. 3. Reminder: "Read the Unit 8 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (5 mins)** **Reflect** • Was Dara a liar? Why is honesty important? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer and give opinions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 52–53):

- Ex. 2: Dara is a liar. The cartoon is real.
- Ex. 3 (what Dara said): 1. Yes, he does. 2. Yes, he does. 3. Yes, he does. 4. Yes, he does. 5. No, he doesn't. 6. No, he doesn't. 7. Yes, he does. 8. Yes, he does. 9. No, he isn't (really).
- Ex. 5: True – 1, 4, 6, 7, 10, 12 | Lies – 2, 3, 5, 8, 9, 11

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 8:** Going to school
Lesson C: Lazy boy	**Pages:** 54–55 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 8. Students listen to Dara and Bopha arguing about lazy Dara, write what Dara does and doesn't do, write sentences about themselves and play a 'Find the person' game with anonymous papers.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to say what they and other people do and don't do in the present simple. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 8, Lesson C, pp. 54–55), Teacher's Guide Book and notebook.
- Audio tracks (T.3.8.6), speaker/phone, whiteboard, markers, slips of paper.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through spelling games, listening and an anonymous find-the-writer game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use affirmative and negative present simple (*He rides… He doesn't walk. / I ride… I don't walk.*).
- **Skill:** Listen for detail, write affirmative and negative sentences and ask questions to find a person.
- **Attitude:** Avoid laziness, value responsibility and enjoy cooperating in games.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Spelling badminton 1. Two students 'hit' a word to each other by saying one letter each (w-a-t-c-h-e-s) until the word is spelled.	**Step II: 1. WARM-UP (8 mins)** **Warm-up** • Game: Spelling badminton	1. Spell verbs letter by letter in pairs.
Activity 2: Listening (Ex. 1–3) 1. Students guess why Dara and Bopha are arguing; plays T.3.8.6 to check, then again for A or B.	**Step III: 2. RULES & MODELLING (10 mins)** **Rules & Modelling** • Ex. 1: What's wrong? • Ex. 2–3: Listen – does Dara do A or B? (T.3.8.6)	1. Guess, listen and choose A or B.
Activity 3: Controlled grammar (Ex. 4) 1. Teams write sentences about Dara: "He rides to school. He doesn't walk." One point per correct sentence.	**Step IV: 3. GAME PLAY (8 mins)** **Game Play (controlled)** • Ex. 4: Write what Dara does / doesn't do	1. Write sentences in teams.
Activity 4: Find the person (Ex. 5–6) 1. Students write 5 things they do and 5 they don't on paper without names. Collects and redistributes papers. 2. Students ask "Do you ride to school?" to find the writer of their new paper.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (14 mins)** **Debrief & Game** • Ex. 5: 5 do / 5 don't sentences • Ex. 6: Find the person!	1. Write 10 sentences. 2. Ask questions to find the writer.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Assessment 1. Asks who found their writer and what they learned ("Sokha doesn't walk to school."). Students tick the Unit 8 checklist. **Closing & Homework (3 mins)** 2. Homework: Write about a lazy person and a hard-working person (4 sentences each). 3. Reminder: "Read the Unit 8 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(8 mins)** **Evaluate** • Unit 8 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Report results. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 54–55):

- Ex. 3: 1 = A, 2 = B, 3 = A
- Ex. 4: He rides to school. He doesn't walk. He plays football. He doesn't do homework. He watches TV. He doesn't study.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the GBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 9:** After school
Lesson A: My after school favourite	**Pages:** 56–57 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about after-school activities: *go on Facebook, go to the pagoda, go for a bike ride, go fishing, play football, go for a picnic, hang out with friends, go swimming, go for a walk, watch TV*. Students listen to four teenagers' favourites and test how well they know their partner.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk about after-school activities and ask Do you…? to learn about a partner. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 9, Lesson A, pp. 56–57), Teacher's Guide Book and notebook.
- Audio tracks (T.3.9.1, T.3.9.2), speaker/phone, whiteboard, markers, coloured paper or classroom colours for the warmer.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students point and talk about pictures, listen to teenagers, guess about their partner and check by asking questions.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name 10 after-school activities and use *Do you…? Yes, I do. / No, I don't.* and *hardly ever / every day*.
- **Skill:** Listen for gist and detail and ask and answer questions to check predictions about a partner.
- **Attitude:** Choose healthy after-school activities and get to know classmates better.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Colour race 1. Says a colour; students race to touch something of that colour. **Activity 2: Lead-in (Ex. 1)** 2. Students point to the pictures: "I do this and this. I don't do that."	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Magic finger – colour race • Ex. 1: What do you do after school?	1. Race to touch colours. 2. Point and talk about the pictures.
Activity 3: New words (Ex. 2) 1. Pairs match a–j with pictures 1–10; plays T.3.9.1 to check and repeat. Mime drill: teacher mimes, students say the phrase.	**Step III: 2. EXPLORE (10 mins)** **Explore** • Ex. 2: Match the words (T.3.9.1)	1. Match, listen and repeat. 2. Say the phrases for the mimes.
Activity 4: Listening (Ex. 3–4) 1. Students guess each teen's favourite; play T.3.9.2 to check. Then pairs guess who said 1–9 and listen to check. 2. Highlights: *She doesn't hate Facebook. He hardly ever plays football.*	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 3: Favourite things (T.3.9.2) • Ex. 4: Who is it? • Cool kids say: It's really cool	1. Guess and listen for favourites. 2. Match sentences to people; check.
Activity 5: Prediction (Ex. 5) 1. Students tick/cross what they think their partner does after school, then ask "Do you go on Facebook after school?" **Activity 6: Score (Ex. 6)** 2. Students count correct guesses and read the result (upside-down text).	**Step V: 4. ELABORATE (13 mins)** **Elaborate** • Ex. 5: Do you know your partner? • Ex. 6: Check your score	1. Predict about a partner. 2. Ask and check; read the score.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Quick class vote: "Who goes fishing? Who plays football?" Students write 2 sentences about their partner. **Closing & Homework (3 mins)** 2. Homework: Write about your favourite after-school activity and 3 things you don't do after school. 3. Reminder: "Read the Unit 9 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(8 mins)** **Evaluate** • Class survey: favourite activity • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Vote and write 2 sentences. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 56–57):

• Ex. 2: a1, b2, c10, d4, e6, f9, g7, h3, i8, j5

• Ex. 4: 1. Tevy 2. Tevy 3. Pich 4. Pich 5. Kosal 6. Kosal 7. Kosal 8. Rith 9. Rith

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the 5Es Model stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 9:** After school
Lesson B: How often?	**Pages:** 58–59 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to use the frequency scale *always (100%), usually (85%), sometimes (30%), hardly ever (10%), never (0%)* with *How often do you…?* After doing a magazine quiz 'Are you busy after school?', students create their own quiz and use it with classmates.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to create a 'How often…?' quiz and use it to survey friends. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 9, Lesson B, pp. 58–59), Teacher's Guide Book and notebook.
- Audio tracks (T.3.9.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students do a model quiz, learn the frequency scale and then make their own quiz as a product to use with friends.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Order and use *always, usually, sometimes, hardly ever, never* and ask *How often do you…?*
- **Skill:** Read a quiz, calculate scores, write their own quiz questions and ask friends.
- **Attitude:** Be creative, cooperate and reflect on how they use their free time.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Acting game 1. A student acts an after-school activity; others ask "Do you go fishing?" to guess. 2. Asks the driving question: "Are you busy after school? How can we find out?"	**Step II: 1. LAUNCH (Driving Question) (5 mins)** **Driving Question** • Warmer: The acting game *Are you busy after school?*	1. Act and guess activities.
Activity 2: Model quiz (Ex. 1–2) 1. Plays T.3.9.3 while students read the quiz. Students answer about themselves, calculate their score (always = 4 … never = 0) and read the result.	**Step III: 2. PLAN (12 mins)** **Plan (model)** • Ex. 1: Listen and read the quiz (T.3.9.3) • Ex. 2: Answer and add your score	1. Read and listen to the quiz. 2. Answer and add their score.
Activity 3: Frequency scale (Ex. 3) 1. Students copy the 0%–100% table and place never, hardly ever, sometimes, usually, always. Drills the position: *I usually go for a walk.*	**Step IV: 3. CREATE (6 mins)** **Language input** • Ex. 3: How often? – frequency table	1. Complete the table and repeat sentences.
Activity 4: Make a quiz (Ex. 4) 1. Pairs choose a title (Are you sporty? Are you a good student?) and write 5–6 How often…? questions with options a–e. **Activity 5: Use the quiz (Ex. 5)** 2. Pairs ask 3 other students their quiz and record scores.	**Step V: 4. PRESENT (12 mins)** **Create & Present** • Ex. 4: Write your own quiz • Ex. 5: Ask your friends	1. Write their own quiz in pairs. 2. Ask classmates and record answers.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Report & reflect 1. 2–3 pairs report: "Our quiz is 'Are you sporty?' Vanna usually plays football. She is very sporty!" Classmates say which quiz they liked best and why. **Closing & Homework (3 mins)** 2. Homework: Write a neat copy of your quiz and ask a family member to answer it. 3. Reminder: "Read the Unit 9 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(13 mins)** **Reflect & Assess** • Report results • Peer feedback • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Report results. 2. Give feedback on quizzes. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 58–59):

• Ex. 2 scoring: always = 4, usually = 3, sometimes = 2, hardly ever = 1, never = 0.

• Ex. 3: 0% never, 10% hardly ever, 30% sometimes, 85% usually, 100% always

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 3: A school day	**Unit 9:** After school
Lesson C: How many people can you find after school?	**Pages:** 60–61 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 9. Students order Chamroeun's after-school activities, write about their own afternoons using *first, then, after that, finally*, listen to place Dara's habits on a frequency scale, and complete a 'Find people who…' survey task.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to describe what they do after school in order and survey how often classmates do things fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 3, Unit 9, Lesson C, pp. 60–61), Teacher's Guide Book and notebook.
- Audio tracks (T.3.9.4, T.3.9.5), speaker/phone, whiteboard, markers, a timer.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text, write their own, then complete a speaking task to find as many people as possible.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use sequence words and frequency adverbs with after-school activities.
- **Skill:** Read and order events, write a paragraph, listen for frequency and ask How often…? questions in a survey.
- **Attitude:** Communicate with both boys and girls in the class and manage time well.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Pictionary 1. Students draw an after-school activity; teams guess. **Activity 2: Ordering (Ex. 1)** 2. Students guess the order of pictures a–f: what do you do first? last?	**Step II: 1. PRE-TASK (8 mins)** **Pre-task** • Warmer: Pictionary • Ex. 1: Order the pictures – first/last	1. Draw and guess. 2. Order the pictures.
Activity 3: Read & listen (Ex. 2) 1. Plays T.3.9.4; students check the order (a, e, f, c, b, d). **Activity 4: Writing (Ex. 3)** 2. Students write 4+ sentences about their afternoons with First, Then, After that, Finally.	**Step III: 2. TASK (10 mins)** **Task (model)** • Ex. 2: Chamroeun (T.3.9.4) • Ex. 3: Write about you	1. Read, listen and check the order. 2. Write their own paragraph.
Activity 5: Listen (Ex. 4) 1. Plays T.3.9.5; students point to where each of Dara's activities goes on the scale. 2. Students copy the survey table and plan their questions.	**Step IV: 3. PLANNING (7 mins)** **Planning** • Ex. 4: Dara's habits (T.3.9.5) • Ex. 5: Copy the survey table	1. Listen and point. 2. Copy the table and prepare questions.
Activity 6: Survey task (Ex. 5) 1. Students walk around asking "How often do you… after school?" and write different names in the table in 8 minutes. More points for different names, boys and girls. 2. Asks students to report: "Sokha always goes for a bike ride."	**Step V: 4. REPORT (12 mins)** **Report (task)** • Ex. 5: Find people – How often do you…?	1. Ask questions and write names. 2. Report findings.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Writes mistakes from the task (He goes always…) and students correct them (He always goes…). Students tick the Unit 9 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about what your classmates do after school using frequency adverbs. 3. Reminder: "Read the Unit 9 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (11 mins)** **Language Focus** • Position of frequency adverbs • Unit 9 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct the sentences. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 60–61):

- Ex. 2: a, e, f, c, b, d
- Ex. 4: place Dara's activities on the 0%–100% scale as heard in T.3.9.5.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 10:** My family
Lesson A: Family tree	**Pages:** 62–63 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to describe people with adjectives (*young, old, tall, short, good-looking, pretty, smart, small, big*) and family words (*mum, dad, brother, sister*). Students listen to Dara describing his family photo and draw and talk about their own family tree.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to describe family members with adjectives and present their family tree. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 10, Lesson A, pp. 62–63), Teacher's Guide Book and notebook.
- Audio tracks (T.4.10.1, T.4.10.2), speaker/phone, whiteboard, markers, a teacher's family tree drawing.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students match adjectives to pictures, listen to Dara's family, and personalise the language by drawing and describing their own family tree.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use descriptive adjectives and family words with *He/She is… / I am (not)…*
- **Skill:** Listen for specific information about people and describe their own family orally with a family tree.
- **Attitude:** Love and respect family members and speak kindly about others' appearance.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Teacher's family 1. Draws a simple family tree on the board and lets students guess: "Who is this? My mum or my sister?" Elicits mum, dad, brother, sister.	**Step II: 1. ENGAGE (6 mins)** **Engage** • Warmer: teacher's family tree *Who is this?*	1. Guess the teacher's family members.
Activity 2: New words (Ex. 1) 1. Pairs match adjectives a–i to pictures 1–9; plays T.4.10.1; students point and repeat. **Activity 3: Personalise (Ex. 2)** 2. Students tell a partner: "I am tall. I'm not old!"	**Step III: 2. EXPLORE (12 mins)** **Explore** • Ex. 1: Match words and pictures (T.4.10.1) • Ex. 2: Which one are you?	1. Match, point and repeat. 2. Describe themselves to a partner.
Activity 4: Listen (Ex. 3–4) 1. Students guess who the people in Dara's photo are ("I think she is…"). Plays T.4.10.2; students point. Then they answer questions 1–5. *CCQ: "Is 'pretty' for a boy or a girl?" (Usually a girl) "Opposite of tall?" (Short)*	**Step IV: 3. EXPLAIN (12 mins)** **Explain** • Ex. 3: Dara's photo (T.4.10.2) • Ex. 4: Answer the questions	1. Guess and listen; point to the people. 2. Answer the questions in notebooks.
Activity 5: Family words (Ex. 5) 1. Students match brother, sister, mum, dad to the pictures. **Activity 6: Family tree (Ex. 6)** 2. Students draw their family tree and describe it to a partner: "This is my dad. He is tall and smart."	**Step V: 4. ELABORATE (12 mins)** **Elaborate** • Ex. 5: Family words • Ex. 6: Draw your family tree – tell your partner	1. Match the family words. 2. Draw and describe their family tree.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Two volunteers present their family tree. Teacher says an adjective; students say the opposite (young – old). **Closing & Homework (3 mins)** 2. Homework: Finish your family tree and write one sentence about each person. 3. Reminder: "Read the Unit 10 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(6 mins)** **Evaluate** • Show and tell • Adjective quick quiz • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Present or listen. 2. Say opposites. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 62–63):

- Ex. 1: a. young (1) b. old (2) c. tall (7) d. short (6) e. good-looking (8) f. pretty (9) g. smart (3) h. small (4) i. big (5)
- Ex. 4: 1. Dara's brother 2. Dara's sister 3. Dara's dad 4. Dara's mum 5. Linda and Bopha

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 10:** My family
Lesson B: I'm smarter than that	**Pages:** 64–65 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about Avorng's family and to discover how to compare two people or things with comparatives: *taller than, younger than, smarter than, prettier than, better than, worse than*.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can discover the comparative rules and compare two people or things. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 10, Lesson B, pp. 64–65), Teacher's Guide Book and notebook.
- Whiteboard, markers, classroom objects for the comparing game (marker, pen, book, bag).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate 'Whose family is this?' through reading, then work out the comparative rules themselves by answering Yes/No questions about examples.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Form comparatives with *-er than, -ier than* and irregular *better/worse than*.
- **Skill:** Read for detail, match sentences with photos, and compare people and objects orally in a team game.
- **Attitude:** Compare things fairly and respectfully without hurting others' feelings.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Things in common 1. Pairs find 3 things they have in common (We are both 13). **Activity 2: Inquiry (Ex. 1)** 2. Shows the family picture: "Whose family is this? Guess!"	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: 'Things in common' • Ex. 1: Whose family is this?	1. Find things in common. 2. Guess whose family it is.
Activity 3: Reading (Ex. 2–3) 1. Students read quickly to check (Avorng's family) and point to the pictures. Then they answer questions 1–6 and compare in pairs.	**Step III: 2. INVESTIGATE (10 mins)** **Investigate** • Ex. 2: Read quickly and point • Ex. 3: Answer the questions	1. Read and point. 2. Answer the 6 questions.
Activity 4: Model sentences (Ex. 4) 1. Students match sentences 1–4 with the photos. **Activity 5: Discover the rule (Ex. 5)** 2. Pairs complete the sentences and answer the Yes/No questions: two people? add -er? y → -ier? add than? Then circle good/better, bad/worse. *CCQ: "Big → ?" (bigger) "Pretty → ?" (prettier) "Good → ?" (better)*	**Step IV: 3. CREATE (12 mins)** **Create (discover rules)** • Ex. 4: Match sentences with photos • Ex. 5: Grammar – Yes or no? • Remember: better / worse	1. Match sentences and photos. 2. Complete the box and answer the rule questions.
Activity 6: Agree or disagree (Ex. 6) 1. Pairs make sentences (The dog is smarter than the rat.); partner says "Yes, it is / No, it isn't." **Activity 7: Team game (Ex. 7)** 2. Shows two objects; the first group to make a correct comparative sentence wins a point.	**Step V: 4. DISCUSS (13 mins)** **Discuss** • Ex. 6: Yes or no? Does your friend agree? • Ex. 7: Compare things – Game!	1. Make and respond to sentences. 2. Compete in groups to compare objects.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Reflection 1. Students explain the rules in their own words and write 2 comparative sentences about their family. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences comparing members of your family (My dad is taller than my mum.). 3. Reminder: "Read the Unit 10 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (6 mins)** **Reflect** • Rule summary • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Summarise the rules. 2. Write 2 sentences. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 64–65):

- Ex. 1–2: Avorng's family.
- Ex. 3: 1. 5 2. 7 3. 3 days 4. 3 brothers 5. 3 sisters 6. 1
- Ex. 4: 1–b 2–d 3–e 4–h
- Ex. 5: smarter, prettier, younger, older | Yes, yes, yes, yes | good → better, bad → worse

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 10:** My family
Lesson C: I'm taller than my sister	**Pages:** 66–67 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 10. Students match broken words, crack a number code to find sentences, write about themselves and a family member using comparatives, and play a team comparing game.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to review family words, adjectives and comparatives through games and writing. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 10, Lesson C, pp. 66–67), Teacher's Guide Book and notebook.
- Whiteboard, markers, picture cards of animals/objects for comparing.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students solve puzzles (broken words, code cracker), write a short comparison and compete in a team comparing game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review family words, adjectives and comparatives.
- **Skill:** Spell and decode words, write a paragraph comparing themselves with a family member and compare things in teams.
- **Attitude:** Cooperate in teams, solve problems patiently and value family members.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Hangman 1. Plays hangman with family/adjective words (brother, taller).	**Step II: 1. WARM-UP (7 mins)** **Warm-up** • Game: Hangman (family words)	1. Guess letters to find the words.
Activity 2: Broken words (Ex. 1) 1. Explains the race: teams join the word halves (bro + ther, smart + er…). First team with all six wins.	**Step III: 2. RULES & MODELLING (7 mins)** **Rules & Modelling** • Ex. 1: Broken words	1. Join the broken words in teams.
Activity 3: Code cracker (Ex. 2) 1. Models the first word using the code table. Teams decode sentences 1–5; points for each correct sentence.	**Step IV: 3. GAME PLAY (10 mins)** **Game Play** • Ex. 2: Crack the code	1. Decode the sentences in teams.
Activity 4: Writing (Ex. 3) 1. Students complete the model: "I am… I am smarter than… My sister's name is… She is taller than…" Monitors for -er and than.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (11 mins)** **Debrief & Language Focus** • Ex. 3: Write about you and one family member	1. Write about themselves and a family member.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Communicative game (Ex. 4) 1. Shows pairs of pictures (Big!); teams say comparative sentences. Students tick the Unit 10 checklist. **Closing & Homework (3 mins)** 2. Homework: Write a short paragraph comparing you and your best friend (5 sentences). 3. Reminder: "Read the Unit 10 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(13 mins)** **Evaluate** • Ex. 4: Team comparing game • Unit 10 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Compare pictures in teams. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 66–67):

• Ex. 1: brother, smarter, sister, younger, taller, friends

• Ex. 2: 1. He has an older brother. 2. He has an egg. 3. She is pretty. 4. They're friends. 5. He's got short hair.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 11:** I'm the coolest in my family
Lesson A: I'm the best	**Pages:** 68–69 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name extended family members (*grandma, grandpa, aunt, uncle, cousins*) at grandma's birthday party and to compare three or more people with superlatives: *the tallest, the shortest, the smartest, the prettiest, the best, the worst*.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to talk about extended family and compare three or more people with superlatives. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 11, Lesson A, pp. 68–69), Teacher's Guide Book and notebook.
- Audio tracks (T.4.11.1, T.4.11.2), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students see superlatives in a birthday-party listening, work out the spelling rules, and use them in a noughts-and-crosses game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name extended family members and form superlatives (*the* + *-est / -iest*, *the best / the worst*).
- **Skill:** Listen for gist and detail, spell comparative and superlative forms and make sentences in a game.
- **Attitude:** Respect grandparents and relatives and enjoy family celebrations.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Back writing 1. A student writes a word on a partner's back with a finger; the partner guesses. **Activity 2: Lead-in (Ex. 1)** 2. Students list what they do and see at a birthday party (balloons, cake, talk to friends).	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warm-up & Lead-in** • Game: Back writing • Ex. 1: Birthday party list	1. Play back writing. 2. Make a birthday party list.
Activity 3: Listening (Ex. 2–3) 1. Plays T.4.11.1; students tick words from their list, then number the pictures (grandma, grandpa, aunt, uncle, cousins). Plays T.4.11.2 for repetition. **Activity 4: Detail (Ex. 4)** 2. Students answer: Who's the tallest? Who's the youngest? Who's the best? Checks.	**Step III: 2. PRESENTATION (13 mins)** **Presentation** • Ex. 2–3: Grandma's birthday (T.4.11.1) • T.4.11.2: Listen and repeat • Ex. 4: Who's the tallest?	1. Tick and number while listening; repeat. 2. Answer questions 1–7.
Activity 5: Grammar (Ex. 5) 1. Students circle the correct forms and answer the Yes/No rule questions. Completes the spelling table on the board (happy – happier – the happiest; big – bigger – the biggest). *CCQ: "For two people: taller or the tallest?" (taller) "For three or more?" (the tallest)*	**Step IV: 3. CONTROLLED PRACTICE (8 mins)** **Controlled Practice** • Ex. 5: Grammar box – spelling table • Remember: good/better/best; bad/worse/worst	1. Circle the correct forms. 2. Copy and complete the spelling table.
Activity 6: Noughts and crosses (Ex. 6) 1. Two teams choose a square and complete its task (make a sentence, spell, answer a question) to win an X or O. Then pairs play in their books.	**Step V: 4. PRODUCTION (13 mins)** **Production** • Ex. 6: Noughts and crosses – Game!	1. Play noughts and crosses as a class and in pairs.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Asks: "Who is the tallest in our class? Who is the youngest?" Students write 3 superlative sentences about their family. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about your grandparents, aunts, uncles and cousins with superlatives. 3. Reminder: "Read the Unit 11 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING (7 mins)** **Evaluation** • Who is the… in our class? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer the questions. 2. Write 3 sentences. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 68–69):

- Ex. 3: 1. grandma 2. grandpa 3. aunt 4. uncle 5. cousins (number the pictures as in T.4.11.1)
- Ex. 4: 1. grandma 2. aunt 3. uncle 4. Sreyta 5. Meng 6. Bopha 7. Bopha
- Ex. 5: the happiest, the shortest, the coolest | Yes, yes, yes, yes

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 11:** I'm the coolest in my family
Lesson B: Small or big?	**Pages:** 70–71 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to learn housework words (*make the bed, do the laundry, do the washing up*), compare a small family (Carol, Canada) and a big family (Phalla, Cambodia), and ask and answer superlative questions about their own family.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to describe their family size and ask who is the tallest, smartest, laziest… in their family fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 11, Lesson B, pp. 70–71), Teacher's Guide Book and notebook.
- Audio tracks (T.4.11.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read two model texts, then do a real task: drawing their extended family and playing a guessing game about it.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use housework phrases, family words and superlatives (*the laziest, the naughtiest, the fastest*).
- **Skill:** Read for gist and detail, answer Yes/No questions and ask and answer about their family in a guessing game.
- **Attitude:** Help with housework and appreciate both small and big families.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Memory spelling 1. Shows a word for 5 seconds, hides it; students write it. **Activity 2: New words (Ex. 1)** 2. Students match make the bed, do the laundry, do the washing up; plays T.4.11.3.	**Step II: 1. PRE-TASK (7 mins)** **Pre-task** • Warmer: Memory spelling game • Ex. 1: Housework words (T.4.11.3)	1. Write the hidden words. 2. Match and repeat housework phrases.
Activity 3: Lead-in (Ex. 2) 1. Students tick their family members and say if their family is big or small. **Activity 4: Reading (Ex. 3–4)** 2. Students read quickly to match the texts with the pictures, then answer questions 1–7 with short answers.	**Step III: 2. TASK (15 mins)** **Task (reading)** • Ex. 2: Is your family big or small? • Ex. 3: Carol's or Phalla's family? • Ex. 4: Yes or No?	1. Tick and count family members. 2. Read and match; answer questions.
Activity 5: Draw (Ex. 5) 1. Students add aunt, uncle, grandparents and cousins to their family tree from Unit 10.	**Step IV: 3. PLANNING (10 mins)** **Planning** • Ex. 5: Draw your extended family tree	1. Draw the extended family tree.
Activity 6: Questions (Ex. 6) 1. Students secretly write answers: Who's the tallest/smartest/laziest/naughtiest/prettiest in your family? **Activity 7: Guessing game (Ex. 7)** 2. Partner guesses: "Is it your uncle?" – "No, you're wrong!"	**Step V: 4. REPORT (10 mins)** **Report** • Ex. 6: Answer questions about your family • Ex. 7: Guessing game	1. Write their answers secretly. 2. Play the guessing game.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Language focus 1. Dictates 5 adjectives (lazy, naughty, fast, big, good); students write the superlatives. Checks spelling. **Closing & Homework (3 mins)** 2. Homework: Write 5 sentences about your family: who is the best at housework, the laziest, etc. 3. Reminder: "Read the Unit 11 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (6 mins)** **Language Focus** • Superlative spelling check • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write and check superlatives. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 70–71):

• Ex. 1: 1. make the bed (b) 2. do the laundry (a) 3. do the washing up (c)

• Ex. 4: 1. No, she isn't. 2. Yes, she is. 3. No, she doesn't. 4. No, he doesn't. 5. Yes, he does. 6. Yes, he is. 7. Students' own answers.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 11:** I'm the coolest in my family
Lesson C: Family of monsters	**Pages:** 72–73 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 11. Students read the monster family tree and decide true/false, exchange information about monsters in a dictation (A p. 231 / B p. 237), then create and present an animal chain from smaller to the strongest using comparatives and superlatives.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to use family words, comparatives and superlatives to create and present an 'animal chain'. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 11, Lesson C, pp. 72–73), Teacher's Guide Book and notebook.
- Whiteboard, markers, A4 paper, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through a family-tree puzzle and dictation, then complete a group mini-project presented to the class.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review family relationships, comparatives and superlatives (*bigger, smaller, stronger, the biggest, the strongest*).
- **Skill:** Read a family tree, take dictation with spelling requests and present a group product.
- **Attitude:** Work creatively in groups and respect other groups' ideas.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Memory test 1. Shows a picture for 30 seconds; students write what they remember. 2. Introduces the driving question: "Which group can make the strongest animal chain?"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Memory test *Which group has the strongest animal?*	1. Write what they remember. 2. Listen to the project question.
Activity 2: Family tree (Ex. 1) 1. Students read the monster family tree and decide Yes/No for sentences 1–6; check.	**Step III: 2. PLAN (8 mins)** **Plan (review)** • Ex. 1: The monster family – Yes or No?	1. Read the tree and answer Yes/No.
Activity 3: Dictation (Ex. 2) 1. A reads the text about Pam; B writes. Then swap. They use "Can you spell that, please? Can you say it again, please?" Compare texts at the end.	**Step IV: 3. CREATE (12 mins)** **Create (input)** • Ex. 2: Dictation – A p. 231 / B p. 237 • Can you spell that, please?	1. Dictate and write texts. 2. Ask for spelling and repetition.
Activity 4: Animal chain (Ex. 3) 1. Groups complete the chain: an animal → bigger → smaller → stronger → the biggest → the smallest → the strongest, with a sentence and drawing for each. 2. Each group presents: "A cat is bigger than a mouse… The elephant is the biggest animal." Class votes for the strongest animal.	**Step V: 4. PRESENT (15 mins)** **Create & Present** • Ex. 3: Think of an animal – group chain • Present to the class	1. Make the animal chain with sentences and drawings. 2. Present and vote.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Reflection 1. Asks what was easy/difficult. Students tick the Unit 11 checklist. **Closing & Homework (3 mins)** 2. Homework: Draw your own monster family tree and write 5 sentences about it. 3. Reminder: "Read the Unit 11 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(6 mins)** **Reflect & Assess** • Unit 11 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Reflect and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 72–73):

• Ex. 1: 1. Yes 2. Yes 3. No 4. No 5. Yes 6. Yes

• Ex. 2: texts on p. 231 / p. 237 (Pam is a monster, but she is the prettiest monster ever…).

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 12:** Monsters!
Lesson A: The scariest monster	**Pages:** 74–75 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about monsters and people with adjectives in three forms (*scary – scarier – the scariest, tall – taller – the tallest*), to describe classmates (*the oldest, the tidiest, the longest hair*) and to write about their own class.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to use comparative and superlative forms to describe monsters and classmates. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 12, Lesson A, pp. 74–75), Teacher's Guide Book and notebook.
- Audio tracks (T.4.12.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to Dara's monster story, discover the -iest spelling rule from pictures and write about the 'cool kids' in their class.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use three adjective forms (base, comparative, superlative) including the y → iest rule.
- **Skill:** Listen for detail, write three forms of adjectives and write a short paragraph about their class.
- **Attitude:** Describe classmates kindly and positively.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in 1. Asks: "Are you scared of monsters? Is Dara scared?" Students guess, then listen to T.4.12.1 to check.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Ex. 1: Are you scared of monsters? (T.4.12.1)	1. Guess and listen.
Activity 2: Listening for detail (Ex. 2) 1. Students answer questions 1–5; checks. Students turn to p. 231 to see the 'monster' and discuss: Is Dara brave or scared?	**Step III: 2. EXPLORE (10 mins)** **Explore** • Ex. 2: What does Dara tell Linda? • p. 231: Is this the monster?	1. Answer the questions. 2. Look at p. 231 and discuss.
Activity 3: Grammar (Ex. 3) 1. Students match scary/scarier/the scariest… to pictures and tick/cross the rules (y → iest). **Activity 4: Controlled practice (Ex. 4)** 2. Students write three forms for the pictures (old, older, oldest…).	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 3: Match pictures and words – rules • Ex. 4: Write all three words	1. Match and decide the rules. 2. Write the three forms.
Activity 5: Class survey (Ex. 5) 1. Groups discuss who in the class is the oldest, the tidiest, has the longest hair… **Activity 6: Model & writing (Ex. 6–7)** 2. Students read about Dalis's class, then write about their own class with superlatives.	**Step V: 4. ELABORATE (15 mins)** **Elaborate** • Ex. 5: Who in your class is…? • Ex. 6: Read about Dalis's class • Ex. 7: Write about your class	1. Discuss classmates. 2. Read the model and write about their class.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Volunteers read their paragraphs; class checks the superlative spelling. **Closing & Homework (3 mins)** 2. Homework: Draw the scariest monster you can imagine and describe it with 5 sentences. 3. Reminder: "Read the Unit 12 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(6 mins)** **Evaluate** • Read aloud & check spelling • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Read and check. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 74–75):

• Ex. 2: 1. Yes, it does. 2. Yes, it is. 3. No, it doesn't. 4. No, it isn't. 5. Dara says he is brave – he is really scared.

• Ex. 3 rules: word ends in y → drop y, add -iest ✓; other letters → add -est ✓

• Ex. 4: e.g. old – older – oldest; tall – taller – tallest; naughty – naughtier – naughtiest

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the 5Es Model stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 12:** Monsters!
Lesson B: The green monster	**Pages:** 76–77 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read Bopha's thoughts about the new girl Linda, find out how Bopha feels (jealous), talk about who is *the best at* sports and activities in their class, and perform the chant 'Dara's the best at football'.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can use the best at / better than to talk about abilities in their class. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 12, Lesson B, pp. 76–77), Teacher's Guide Book and notebook.
- Audio tracks (T.4.12.2, T.4.12.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate 'How does Bopha feel and why?' through reading, then discuss abilities in class and perform a chant.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *better than / the best at + activity* and the feeling word *jealous*.
- **Skill:** Read for feelings and detail, discuss abilities and perform a chant rhythmically.
- **Attitude:** Recognise jealousy, appreciate others' talents and be proud of their own strengths.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in 1. Mimes activities; students guess (football, swimming). Shows Bopha's picture: "How does Bopha feel? Why?" Students guess.	**Step II: 1. ASK (8 mins)** **Ask** • Warmer: 'I'm the best at…' mime *How does Bopha feel? Why?*	1. Guess the mimes. 2. Predict Bopha's feeling.
Activity 2: Read & listen (Ex. 1) 1. Plays T.4.12.2; students find the feeling word (jealous) and the evidence. **Activity 3: Details (Ex. 2)** 2. Students answer questions 1–7; question 7 is opinion.	**Step III: 2. INVESTIGATE (14 mins)** **Investigate** • Ex. 1: Read & listen (T.4.12.2) • Ex. 2: Answer the questions	1. Read, listen and find the feeling. 2. Answer the questions.
Activity 4: Controlled practice (Ex. 3) 1. Students write names: who is the best at homework, football, riding a bike, badminton, fishing, volleyball?	**Step IV: 3. CREATE (10 mins)** **Create** • Ex. 3: Who is the best in your class?	1. Write names for each activity.
Activity 5: Class discussion (Ex. 4) 1. Students share and disagree politely: "Naro isn't the best at football! I'm better than him!"	**Step V: 4. DISCUSS (6 mins)** **Discuss** • Ex. 4: Discuss as a class	1. Share and discuss answers.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Chant (Ex. 5) 1. Plays T.4.12.3; class claps and chants. Groups make a new verse about a classmate. 2. Asks: "What can Bopha do to feel better?" **Closing & Homework (3 mins)** 3. Homework: Write 5 sentences: who is the best at something in your family/class and what you are best at. 4. Reminder: "Read the Unit 12 words in the Word List (pp. 206–209) of your Student's Book." 5. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (10 mins)** **Reflect** • Ex. 5: Chant (T.4.12.3) • Jealousy – what can Bopha do? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Chant and clap; make a new verse. 2. Give advice for Bopha. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 76–77):

• Ex. 1: Bopha feels jealous.

• Ex. 2: 1. No, they don't. 2. Linda 3. Sophal 4. Yes, she can. 5. Dara 6. Bopha 7. Students' own answers.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 4: In my family	**Unit 12:** Monsters!
Lesson C: The hungry monster	**Pages:** 78–79 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 12. Students learn opposites (*young/old, small/big, happy/sad, messy/tidy, wet/dry, pretty/ugly*), listen to Dara trying to trick Sophal, read a model about a family and create a 'My Family Profile' page with superlatives.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to write and present a family profile using opposites and superlatives. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 4, Unit 12, Lesson C, pp. 78–79), Teacher's Guide Book and notebook.
- Audio tracks (T.4.12.4, T.4.12.5), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review opposites and listen to a model, then produce a family profile page as a mini-project.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use pairs of opposite adjectives and superlatives (*the oldest, the naughtiest, the coolest, the best at*).
- **Skill:** Match opposites, listen for detail and write a family profile paragraph.
- **Attitude:** Show love and appreciation for family members' qualities.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Opposites (Ex. 1–2) 1. Students match opposite pictures, then match words 1–14 with pictures a–n; plays T.4.12.4. 2. Driving question: "How can we show who is who in our family?"	**Step II: 1. LAUNCH (Driving Question) (10 mins)** **Launch** • Ex. 1: Opposites • Ex. 2: Match words and pictures (T.4.12.4) *Who is who in my family?*	1. Match opposites and words; listen and check.
Activity 2: Listening (Ex. 3–4) 1. Students guess what is happening; plays T.4.12.5 (Dara tries to trick Sophal). Then they decide Dara or Sophal for a–f.	**Step III: 2. PLAN (10 mins)** **Plan (model)** • Ex. 3–4: What is happening? (T.4.12.5) • Cool kids say: Tell me about it!	1. Guess, listen and answer.
Activity 3: Model (Ex. 5) 1. Students read the family text and compare with their own. **Activity 4: Family profile (Ex. 6)** 2. Students make a profile page: a drawing of their family with labels and a paragraph (Who is the oldest? the youngest? the best at something?).	**Step IV: 3. CREATE (15 mins)** **Create** • Ex. 5: Read the model family • Ex. 6: Write about your family – profile page	1. Read and compare. 2. Create a family profile page.
Activity 5: Gallery walk 1. Students place profiles on desks; classmates walk around, read and write one question on a sticky note.	**Step V: 4. PRESENT (7 mins)** **Present** • Gallery walk	1. Read others' profiles and leave questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Students answer one question left on their profile. Tick the Unit 12 checklist. **Closing & Homework (3 mins)** 2. Homework: Finish your family profile neatly and add 3 more sentences. 3. Reminder: "Read the Unit 12 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(6 mins)** **Reflect & Assess** • Unit 12 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer a question. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 78–79):

- Ex. 2: a7, b2, c10, d5, e8, f12, g13, h3, i4, j6, k9, l11, m1, n14
- Ex. 3: Dara is trying to play a trick on Sophal. Sophal is flirting with Linda.
- Ex. 4: a) Dara b) Dara c) Dara d) Sophal e) Sophal f) Sophal

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 13:** Guess what I've got!
Lesson A: My friend Tom	**Pages:** 80–81 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to describe appearance with body words (*short/long/curly hair, brown eyes, big feet, a great smile, white teeth, a cute nose, ears*) and the structure *have got / has got / haven't got / hasn't got*. Students read about Linda's friend Tom and draw themselves and their monster.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to describe people's appearance with have got / has got. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 13, Lesson A, pp. 80–81), Teacher's Guide Book and notebook.
- Audio tracks (T.5.13.1, T.5.13.2), speaker/phone, whiteboard, markers, A4 paper for drawing.

Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn new words from pictures, see have got in a text about Tom, choose the rules, practise with sentences and then produce their own monster description.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use appearance vocabulary and *have got / has got* in positive, negative and question forms (*I've got, he's got, Has he got…?*).
- **Skill:** Read for true/false information, complete sentences with is/am and have/has got and describe a drawing.
- **Attitude:** Respect differences in appearance and describe people kindly.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Magic finger 1. Says body parts; students touch them quickly (Touch your nose! your ears!). **Activity 2: Lead-in (Ex. 1)** 2. Students look at the pictures and say which they have got.	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warm-up & Lead-in** • Game: Magic finger • Ex. 1: Which have you got?	1. Touch the body parts. 2. Point to features they have.
Activity 3: New words (Ex. 2) 1. Students match words 1–9 to pictures a–i; plays T.5.13.1 to check and repeat. **Activity 4: Listening (Ex. 3–4)** 2. Students guess why Linda is smiling; plays T.5.13.2. Then they decide true/false for sentences about Tom.	**Step III: 2. PRESENTATION (13 mins)** **Presentation** • Ex. 2: New words (T.5.13.1) • Ex. 3: Why is Linda smiling? (T.5.13.2) • Ex. 4: Tom – true or false?	1. Match and repeat the words. 2. Guess, listen and decide true/false.
Activity 5: Grammar (Ex. 5) 1. Students read the examples and choose the rules: I/you/we/they → have got; he/she/it → has got; I've got = I have got. *CCQ: "My sister _ long hair." (has got) "_ he got blue eyes?" (Has)* **Activity 6: Practice (Ex. 6)** 2. Students complete the sentences about me and my monster with is/am and have/has got.	**Step IV: 3. CONTROLLED PRACTICE (8 mins)** **Controlled Practice** • Ex. 5: Choose the rules • Ex. 6: Me and my monster	1. Choose the correct rules. 2. Complete the sentences.
Activity 7: Freer practice (Ex. 7) 1. Students draw themselves and a monster (no name). Collects and shows drawings; the owner describes: "I've got long hair. My monster has got three eyes." Others guess whose picture it is.	**Step V: 4. PRODUCTION (15 mins)** **Production** • Ex. 7: Draw you and your monster • Describe and guess	1. Draw and describe. 2. Guess the owners of the pictures.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Students write 3 sentences about a classmate's appearance (She has got…); 2 volunteers read and the class guesses. **Closing & Homework (3 mins)** 2. Homework: Describe your family members' appearance (6 sentences) with has got / hasn't got. 3. Reminder: "Read the Unit 13 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING** **(5 mins)** **Evaluation** • Describe a classmate • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write and read 3 sentences. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 80–81):

- Ex. 2: a4, b1, c5, d2, e3, f6, g7, h9, i8
- Ex. 3: e.g. she knows Dara and Sophal are listening / she is playing a trick on them / she is trying to make the boys jealous.
- Ex. 4: 1. False 2. True 3. False 4. True 5. True 6. False
- Ex. 5: have got – I, you, they, we; has got – he, she, it (same for haven't/hasn't got and Have/Has … got?)
- Ex. 6: He has got big feet / purple hair / green teeth / red eyes; He is big. I have got small feet / black hair / white teeth / brown eyes; I am small.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 13:** Guess what I've got!
Lesson B: Guess who!	**Pages:** 82–83 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to solve a mystery – who stole Bopha's apple? – by reading clues with *has got / hasn't got* and comparatives, then to describe characters and play 'Guess Who!' with Yes/No questions (*Is it a boy? Has she got long hair?*).

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can use clues about appearance to identify people and ask Yes/No questions. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 13, Lesson B, pp. 82–83), Teacher's Guide Book and notebook.
- Audio tracks (T.5.13.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate a detective mystery, use evidence from the clues to find the thief, and apply the language in a questioning game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review appearance words and use *has got / hasn't got*, *Is it…? Has he/she got…?*
- **Skill:** Read clues, eliminate suspects logically and ask Yes/No questions to guess a person.
- **Attitude:** Think logically and play fairly; respect others' property.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: The mystery (Ex. 1) 1. Tells the story: "Bopha's apple is gone! Who is the thief?" Students look at the picture and guess.	**Step II: 1. ASK (5 mins)** **Ask** • Lead-in: Who is the thief? • Ex. 1: Guess from the picture	1. Guess who the thief is.
Activity 2: Detective work (Ex. 2–3) 1. Plays T.5.13.4. Pairs read each clue and cross out characters who don't match. Students check their answer on p. 231 (Dara).	**Step III: 2. INVESTIGATE (10 mins)** **Investigate** • Ex. 2: Read the clues (T.5.13.4) • Ex. 3: Check on p. 231	1. Read the clues and eliminate suspects. 2. Check the answer on p. 231.
Activity 3: Vocabulary review (Ex. 4) 1. Students answer questions 1–7 about the characters in the picture (Who is the oldest? Who has got curly hair?).	**Step IV: 3. CREATE (8 mins)** **Create** • Ex. 4: Who is it? – questions about the picture	1. Answer the questions about the picture.
Activity 4: Model the game (Ex. 5) 1. Models: chooses a kid secretly; class asks "Is it a boy? Has she got long hair?" until they guess. **Activity 5: Pairs play** 2. Pairs follow the rules (choose a kid, write the number, ask Yes/No questions). Who guesses first?	**Step V: 4. DISCUSS (17 mins)** **Discuss** • Ex. 5: Guess Who! – Game	1. Watch the model. 2. Play Guess Who! in pairs.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Asks: "Which clue was the most useful? Which questions help you guess quickly?" Students write their best 3 questions. **Closing & Homework (3 mins)** 2. Homework: Write 5 clues about a famous person or a classmate for friends to guess (He has got… He hasn't got…). 3. Reminder: "Read the Unit 13 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (8 mins)** **Reflect** • How did we find the thief? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Explain their strategy. 2. Write 3 good questions. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 82–83):

- Ex. 2–3: The thief is Dara.
- Ex. 4: 1. Miss Mom; 2–7 according to the picture (long hair, great smile, a bird – Avorng, curly hair, blue eyes, not brown hair).

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 13:** Guess what I've got!
Lesson C: Is that him?	**Pages:** 84–85 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 13. Students help Bopha find Tom using questions, guess classmates, make questions with *Have you got a/an/any…?* and *Do you have a/an/any…?*, and play a fast short-answer game (*Yes, I have. / Yes, I do.*).

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to ask and answer Have you got…? and Do you have…? with correct short answers. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 13, Lesson C, pp. 84–85), Teacher's Guide Book and notebook.
- Audio tracks (T.5.13.5), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through guessing games and a fast-answer competition, then personalise the questions in writing.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *Have you got…? / Do you have…?* with *a/an/any* and the matching short answers.
- **Skill:** Ask and answer questions quickly and accurately and write personal answers.
- **Attitude:** Listen carefully, play fairly and enjoy speaking English.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Spelling badminton 1. Pairs spell appearance words letter by letter (c-u-r-l-y).	**Step II: 1. WARM-UP (5 mins)** **Warm-up** • Spelling badminton	1. Spell words in pairs.
Activity 2: Model dialogue (Ex. 1–2) 1. Plays T.5.13.5; students follow Bopha's questions and find Tom in the picture, then check on p. 232. 2. Points out the questions: Has he got…? Does he have…? Is he…?	**Step III: 2. RULES & MODELLING (12 mins)** **Rules & Modelling** • Ex. 1: Help Bopha find Tom (T.5.13.5) • Ex. 2: Check on p. 232	1. Listen and find Tom. 2. Notice the question forms.
Activity 3: Guess the classmate (Ex. 3) 1. Pairs choose a classmate secretly and ask Yes/No questions to guess. **Activity 4: Question race (Ex. 4)** 2. Pairs write as many 'Have you got…? / Do you have…?' questions as possible in 5 minutes.	**Step IV: 3. GAME PLAY (10 mins)** **Game Play** • Ex. 3: Someone in the classroom • Ex. 4: How many questions in 5 minutes?	1. Play the guessing game. 2. Write questions in a race.
Activity 5: Fast answers (Ex. 5) 1. Reviews: Do you have…? → Yes, I do / No, I don't; Have you got…? → Yes, I have / No, I haven't. Pairs draw 5 things and ask quickly; a wrong short answer gives a point to the asker.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (10 mins)** **Debrief & Language Focus** • Ex. 5: 1-second answer game • Short answers box	1. Answer within one second with the right short answer.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Personalisation (Ex. 6) 1. Students answer the 8 questions with full short answers. Checks some aloud. Students tick the Unit 13 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 8 questions with Have you got…? / Do you have…? and answer them about yourself. 3. Reminder: "Read the Unit 13 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (11 mins)** **Evaluate** • Ex. 6: Answer questions about you • Unit 13 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write answers about themselves. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 84–85):

• Ex. 1–2: Tom has a blue bag and a book, is eating an apple, is happy and is taller than Linda (see p. 232).

• Short answers: Do you have…? – Yes, I do. / No, I don't. Have you got…? – Yes, I have. / No, I haven't.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 14:** How do you feel today?
Lesson A: Get out of bed!	**Pages:** 86–87 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name feelings (*angry, happy, sad, lonely, hot, cold, sick, bored, excited, hungry*), listen to why Dara is still in bed and talk about when they feel these things with *I feel… when…*

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to say how they feel and when they feel that way. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 14, Lesson A, pp. 86–87), Teacher's Guide Book and notebook.
- Audio tracks (T.5.14.1, T.5.14.2), speaker/phone, whiteboard, markers, an eraser for 'Pass the eraser', emoji cards.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn feelings from pictures, listen to Dara's excuses and connect feelings to their own life in writing and a find-someone game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name 10 feelings and use *I feel … when …* and *Do you feel … when …?*
- **Skill:** Listen for gist and true/false details, write personal sentences and ask classmates questions.
- **Attitude:** Recognise and express feelings honestly and show empathy to friends.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Pass the eraser 1. Students pass an eraser; when the teacher says stop, the holder answers "How do you feel today?" 2. Shows emoji cards: "How does he feel?" Elicits known words.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Pass the eraser • Ex. 1: How do you feel today?	1. Pass the eraser and answer. 2. Say feelings for the emojis.
Activity 2: New words (Ex. 2) 1. Pairs match feelings 1–10 to pictures a–j; plays T.5.14.1; students repeat with faces/actions.	**Step III: 2. EXPLORE (9 mins)** **Explore** • Ex. 2: Match new words (T.5.14.1)	1. Match, listen and repeat with actions.
Activity 3: Listening (Ex. 3–4) 1. Students guess why Dara is in bed; plays T.5.14.2 (He doesn't want to go to school). Then tick/cross sentences 1–6. 2. Writes: *I feel bored when I do homework.* Points out feel + adjective and when + sentence.	**Step IV: 3. EXPLAIN (12 mins)** **Explain** • Ex. 3: Why is Dara in bed? (T.5.14.2) • Ex. 4: True or false?	1. Guess and listen. 2. Decide true/false. 3. Copy the model structure.
Activity 4: Writing (Ex. 5) 1. Students complete sentences 1–10 about themselves. **Activity 5: Find someone (Ex. 6)** 2. Students ask "Do you feel bored when you do homework?" to find friends who feel the same.	**Step V: 4. ELABORATE (15 mins)** **Elaborate** • Ex. 5: Complete the sentences about you • Ex. 6: Find someone – Are you the same?	1. Write 10 personal sentences. 2. Ask classmates and find matches.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Assessment 1. Says situations (You have no lunch!); students show the face and say "I feel hungry!" **Closing & Homework (3 mins)** 2. Homework: Write a feelings diary: 5 sentences about how you felt today and why. 3. Reminder: "Read the Unit 14 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(5 mins)** **Evaluate** • Show me the feeling • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Show and say the feeling. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 86–87):

• Ex. 2: a1, b9, c3, d5, e7, f8, g2, h4, i6, j10

• Ex. 3: Dara doesn't want to go to school.

• Ex. 4: check with T.5.14.2 (1. ✗ – Dara doesn't want to go to school; 2. ✓ – Dara is in bed).

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the 5Es Model stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 14:** How do you feel today?
Lesson B: How does it make you feel?	**Pages:** 88–89 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read Sophal's text about how animals make him feel, answer comprehension questions, talk about their favourite animals and feelings, and write and act out a short 'feelings story' for friends to guess.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to explain how things make them feel and act out a feelings story fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 14, Lesson B, pp. 88–89), Teacher's Guide Book and notebook.
- Audio tracks (T.5.14.3, T.5.14.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text about feelings, then complete a creative task: writing and acting a short story that classmates guess.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use feelings vocabulary with *make me feel…, when I feel…, I talk to…*
- **Skill:** Read for detail, talk about animals and feelings and write and perform a short story.
- **Attitude:** Care for animals and understand that friends can help when we feel lonely or sad.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Charades 1. Students mime feelings for the class to guess. **Activity 2: Lead-in** 2. Shows Sophal with animals: "How do you think he feels about animals?" Students guess.	**Step II: 1. PRE-TASK (10 mins)** **Pre-task** • Warmer: feelings charades • Lead-in: How does Sophal feel about animals?	1. Mime and guess feelings. 2. Predict Sophal's feelings.
Activity 3: Read & listen (Ex. 1) 1. Plays T.5.14.3; students check their guesses (He loves animals). **Activity 4: Detail (Ex. 2)** 2. Students answer questions 1–8; checks.	**Step III: 2. TASK (12 mins)** **Task (reading)** • Ex. 1: Read & listen (T.5.14.3) • Ex. 2: Answer the questions	1. Read, listen and check. 2. Answer the questions.
Activity 5: Talk & model (Ex. 3–5) 1. Pairs talk about their favourite animal and why. Reviews feelings from the pictures. Plays T.5.14.4 as a model of the game.	**Step IV: 3. PLANNING (6 mins)** **Planning** • Ex. 3: Your favourite animal • Ex. 4: How do these people feel? • Ex. 5: Model (T.5.14.4)	1. Talk about animals. 2. Say feelings and listen to the model.
Activity 6: Feelings story game (Ex. 6) 1. Students choose a feeling, write a short story (3–4 sentences) about why, then act it for their group without saying the feeling. Points for guessing and being guessed.	**Step V: 4. REPORT (14 mins)** **Report** • Ex. 6: How are you today? – story & act game	1. Write a short feelings story. 2. Act and guess in groups.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Writes: *Animals make me feel happy.* Students make 3 sentences with make me feel about things in their life. **Closing & Homework (3 mins)** 2. Homework: Write about your favourite animal and how it makes you feel (5 sentences). 3. Reminder: "Read the Unit 14 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (6 mins)** **Language Focus** • make me feel + adjective • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write 3 'make me feel' sentences. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 88–89):

• Ex. 1: Sophal loves animals / they are important to him.

• Ex. 2: 1. Avorng 2. his dog 3. his dog 4. his dog 5. his cat 6. his cat 7. elephants 8. animals

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 14:** How do you feel today?
Lesson C: I know how you feel	**Pages:** 90–91 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 14. Students discuss how people in a picture feel and why, match speakers to situations, write the feelings they hear and play the 'I know how you feel' drop game.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to recognise feelings from situations and say when they feel them. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 14, Lesson C, pp. 90–91), Teacher's Guide Book and notebook.
- Audio tracks (T.5.14.5, T.5.14.6), speaker/phone, whiteboard, markers, a small object (coin or eraser) to drop on the book page.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review feelings through greetings, matching, listening and a drop-the-object game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review the 10 feelings and the reasons for them.
- **Skill:** Match situations to people, listen for feelings and ask and answer about when partners feel things.
- **Attitude:** Show empathy using phrases like 'Good idea' and 'Yeah! Maybe!' and respect others' opinions.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Feeling greetings 1. Students walk and greet each other in the feeling the teacher calls (Say hello – angry! – excited!).	**Step II: 1. WARM-UP (10 mins)** **Warm-up** • Feeling greetings	1. Greet classmates acting the feelings.
Activity 2: Picture talk (Ex. 1) 1. Pairs say how people feel and why, using 'Good idea!' and 'Yeah! Maybe!' – not right/wrong.	**Step III: 2. RULES & MODELLING (5 mins)** **Rules & Modelling** • Ex. 1: How do the people feel? Why?	1. Discuss the picture politely.
Activity 3: Matching (Ex. 2) 1. Teams match sentences 1–8 to people A–H; plays T.5.14.5 to check. **Activity 4: Listening (Ex. 3)** 2. Plays T.5.14.6; students write the feeling for each speaker.	**Step IV: 3. GAME PLAY (10 mins)** **Game Play** • Ex. 2: Match people to sentences (T.5.14.5) • Ex. 3: Write the feeling (T.5.14.6)	1. Match in teams and check. 2. Write the feelings.
Activity 5: Drop game (Ex. 4) 1. Pairs drop an object onto the feelings page; the partner guesses when they feel that way (You feel lonely when your friends are busy!). One point for a correct guess.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (15 mins)** **Debrief & Game** • Ex. 4: 'I know how you feel' drop game	1. Drop the object and guess partner's situations.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Assessment 1. Asks 4–5 students "When do you feel excited?" Students tick the Unit 14 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 5 situations and how they make you feel (When I…, I feel…). 3. Reminder: "Read the Unit 14 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (8 mins)** **Evaluate** • Unit 14 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 90–91):

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

• Ex. 3: 1. sad (other feelings as heard in T.5.14.6).

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 15:** What in the world are you wearing?
Lesson A: I'm wearing something scary!	**Pages:** 92–93 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name clothes (*shirt, trousers, skirt, shorts, shoes, underpants, dress, hat, socks, t-shirt*) and use the present continuous *I am wearing… / She is wearing… / What are you wearing?* in the context of scary costumes.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to describe what people are wearing using the present continuous. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 15, Lesson A, pp. 92–93), Teacher's Guide Book and notebook.
- Audio tracks (T.5.15.1, T.5.15.2), speaker/phone, whiteboard, markers, A4 paper, real clothes items (optional).
  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn clothes words, listen to the characters' scary costumes, then draw their own costume and play a 'Where am I?' game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name 10 clothes items and use *am/is/are wearing* and *What are you wearing?*
- **Skill:** Listen for who is wearing what, describe a costume and find a drawing through description.
- **Attitude:** Be creative and have fun while respecting others' clothing choices.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Banana-na 1. Students repeat a silly chant with clothes words (shirt-shirt-shirt-na). **Activity 2: Lead-in (Ex. 1)** 2. Students point to the clothes they are wearing today.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Banana-na • Ex. 1: What are you wearing today?	1. Chant. 2. Point to their clothes.
Activity 3: New words (Ex. 2) 1. Students match clothes 1–10 to pictures; plays T.5.15.1. **Activity 4: Guess (Ex. 3)** 2. Asks: "Which is the scariest costume?"	**Step III: 2. EXPLORE (7 mins)** **Explore** • Ex. 2: Match words (T.5.15.1) • Ex. 3: The scariest costume?	1. Match and repeat. 2. Give opinions.
Activity 5: Listening (Ex. 4–5) 1. Plays T.5.15.2; students match people with costumes, then answer questions 1–8. 2. Presents: *I am wearing… / She is wearing… / We are wearing… / What are you wearing?* *CCQ: "Is she wearing the dress now or every day?" (Now)*	**Step IV: 3. EXPLAIN (12 mins)** **Explain** • Ex. 4–5: Listen – Linda, Bopha or Dara? (T.5.15.2) • Remember: am/is/are wearing	1. Listen, match and answer. 2. Copy the Remember box.
Activity 6: Brainstorm & draw (Ex. 6–7) 1. Class brainstorms costumes; students draw their own without a name. **Activity 7: Game (Ex. 8)** 2. Collects and redistributes drawings. Students walk around describing their own costume (I am wearing a blue skirt… shoes on my hands) to find who has their picture.	**Step V: 4. ELABORATE (17 mins)** **Elaborate** • Ex. 6: Other scary costumes • Ex. 7: Draw your scary costume • Ex. 8: 'Where am I?' game	1. Brainstorm and draw. 2. Describe and find their picture.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Points to students: "What is she wearing?" Students answer with full sentences. **Closing & Homework (3 mins)** 2. Homework: Describe what 3 family members are wearing today (2 sentences each). 3. Reminder: "Read the Unit 15 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(5 mins)** **Evaluate** • What is he/she wearing? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Describe classmates' clothes. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 92–93):

- Ex. 2: 1. shirt (b) 2. trousers (h) 3. skirt (c) 4. shorts (g) 5. shoes (f) 6. underpants (d) 7. dress (a) 8. hat (e) 9. socks (i) 10. t-shirt (j)
- Ex. 4: Linda – a witch; Bopha – a lake monster; Dara – the scariest costume
- Ex. 5: 1. Linda 2. Linda 3. Bopha 4. Bopha 5. Bopha 6. Bopha and Dara 7. Dara 8. students' own ideas

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 15:** What in the world are you wearing?
Lesson B: I look cool	**Pages:** 94–95 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read a cartoon in which Linda tricks Dara into wearing a sock on his head, answer questions, say a tongue twister, and imagine, draw and describe the coolest clothes for a boy and a girl.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can read a cartoon story for detail and describe cool clothes with is wearing. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 15, Lesson B, pp. 94–95), Teacher's Guide Book and notebook.
- Whiteboard, markers, a sock (for fun), coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate 'Why is Dara wearing a sock on his head?', then use the language creatively to design cool clothes.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *is wearing* and question forms (*Why are you wearing…? What in the world are you wearing?*) and the word *trick*.
- **Skill:** Read a cartoon for gist and detail, say a tongue twister fluently and write a description of clothes.
- **Attitude:** Think critically before following trends and avoid playing hurtful tricks.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Students ask partners "What are you wearing?" 2. Shows Dara with a sock on his head: "Does he look cool? Why is he wearing it?"	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: What are you wearing? • Ex. 1: Does Dara look cool?	1. Ask and answer. 2. Give opinions and guess.
Activity 2: Read for the big idea (Ex. 2) 1. Students read the cartoon to answer: Why? (Because Linda told him it was cool.) **Activity 3: Read for details (Ex. 3)** 2. Students answer questions 1–7 with evidence from the cartoon.	**Step III: 2. INVESTIGATE (15 mins)** **Investigate** • Ex. 2: Why is Dara wearing a sock? • Ex. 3: Answer the questions	1. Read and find the reason. 2. Answer the questions.
Activity 4: Tongue twister (Ex. 4) 1. Drills the tongue twister slowly then faster. Volunteers compete to be the fastest.	**Step IV: 3. CREATE (8 mins)** **Create** • Ex. 4: Tongue twister	1. Practise and compete saying the tongue twister.
Activity 5: Brainstorm & draw (Ex. 5–6) 1. Groups imagine the coolest after-school clothes, then each student draws them for a girl and a boy.	**Step V: 4. DISCUSS (10 mins)** **Discuss** • Ex. 5: Imagine the coolest clothes • Ex. 6: Draw clothes for a girl and a boy	1. Discuss ideas. 2. Draw cool clothes.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Writing & reflection (Ex. 7) 1. Students write: "He is wearing his hat on backwards. That is very cool…" Asks: "Was Linda's trick kind? Should we always follow what others say is cool?" **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about the coolest clothes you have drawn and colour the picture. 3. Reminder: "Read the Unit 15 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (8 mins)** **Reflect** • Ex. 7: Write about the cool clothes • Was Linda's trick kind? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write about their drawings. 2. Discuss the question. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 94–95):

- Ex. 2: Because Linda told him it was cool.
- Ex. 3: 1. Yes, she does. 2. No, he doesn't. 3. In England. 4. Yes, he does. 5. A trick 6. Yes, she does. 7. Everyone is wearing a sock on their head.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 5: Tell me all about it!	**Unit 15:** What in the world are you wearing?
Lesson C: Wear something special	**Pages:** 96–97 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 15. Students read about children from South Africa, Australia, Ireland and China who are dressed for special days, contrast *usually wears* (present simple) with *is wearing today* (present continuous), and play 'Imagine and guess where I am'.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to contrast what people usually wear with what they are wearing today fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 5, Unit 15, Lesson C, pp. 96–97), Teacher's Guide Book and notebook.
- Whiteboard, markers, a world map.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read model texts and then do a speaking task describing clothes for a place so friends can guess it.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Contrast present simple (*usually wears*) and present continuous (*is wearing today*) with clothes and occasions (*wedding, church, party, dance*).
- **Skill:** Read for gist and detail, write contrasting sentences and describe clothes in a guessing game.
- **Attitude:** Respect clothing traditions of different cultures.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Disappearing elephant 1. Writes clothes words; erases one at a time while students say the full list from memory. **Activity 2: Lead-in (Ex. 1)** 2. Students guess the occasions: wedding, church, party, dance.	**Step II: 1. PRE-TASK (10 mins)** **Pre-task** • Warmer: Disappearing elephant • Ex. 1: What are they dressed for?	1. Remember the erased words. 2. Guess the occasions.
Activity 3: Read for the big idea (Ex. 2) 1. Students match texts 1–4 with pictures a–d. **Activity 4: Read for details (Ex. 3)** 2. Students write one sentence about what each child usually wears and one about today. Accepts different correct answers.	**Step III: 2. TASK (15 mins)** **Task (reading)** • Ex. 2: Match picture and text • Ex. 3: usually wears vs is wearing today	1. Match texts and pictures. 2. Write 8 sentences.
Activity 5: Speaking prep (Ex. 4) 1. Students say what they usually wear to places (a wedding, school, pagoda) and what colour.	**Step IV: 3. PLANNING (7 mins)** **Planning** • Ex. 4: What do you usually wear to these places?	1. Talk about usual clothes for places.
Activity 6: Guessing task (Ex. 5) 1. A imagines being at a place and describes clothes (I'm wearing a white shirt and blue trousers); B guesses (Are you at school?).	**Step V: 4. REPORT (8 mins)** **Report** • Ex. 5: Imagine and guess – Game!	1. Describe and guess places.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Writes two sentences: She usually wears trousers. / Today she is wearing a dress. Asks which is every day and which is now. Students tick the Unit 15 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 4 sentences: what you usually wear to school and what you are wearing for a special day. 3. Reminder: "Read the Unit 15 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (8 mins)** **Language Focus** • Present simple vs continuous • Unit 15 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Explain the difference. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 96–97):

- Ex. 2: 1 Reginald – b; 2 Kate – c; 3 Faith – d; 4 Shin Mae How – a
- Ex. 3 (examples): Reginald usually wears shorts and a t-shirt. Today he is wearing his orange shirt, black trousers and black shoes. Kate usually wears old trousers and an old shirt. Today she's wearing her best skirt, a cute top and a funny long hat. Faith usually wears trousers, a shirt and a hat. Today she is wearing Irish dancing clothes. Shin Mae How usually wears her school uniform. Today she is wearing a red dress, red shoes and a big red hat.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 16:** I can do it!
Lesson A: I can do it better!	**Pages:** 98–99 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about abilities with *can / can't* and activity words (*sing, dance, feed the dog, ride a bike, play the guitar, climb a tree, play football, speak English, draw*). Avorng and Dara argue about who is better.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to say what they and others can and can't do and ask Can you…?. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 16, Lesson A, pp. 98–99), Teacher's Guide Book and notebook.
- Audio tracks (T.6.16.1, T.6.16.2, T.6.16.3), speaker/phone, whiteboard, markers, ability picture cards.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students see can/can't in a listening, drill the forms, then use them in a true/false guessing game and report about a friend.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *can / can't (cannot) + base verb*, *Can he/she…? Yes, he can. / No, he can't.*
- **Skill:** Listen for who can do what, write true and false sentences and report a friend's abilities.
- **Attitude:** Be confident about their talents and respect others' different abilities.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Word association 1. Says a word (football); students say a connected word (play, ball, kick…) around the class.	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warm-up & Lead-in** • Game: Word association	1. Say connected words quickly.
Activity 2: New words (Ex. 1) 1. Students match activities 1–6 with pictures; plays T.6.16.1 to check and repeat with mimes. **Activity 3: Listening (Ex. 2–3)** 2. Students guess who is better; plays T.6.16.2. Then they tick who said sentences 1–6.	**Step III: 2. PRESENTATION (13 mins)** **Presentation** • Ex. 1: Match words (T.6.16.1) • Ex. 2–3: Avorng or Dara? (T.6.16.2)	1. Match, repeat and mime. 2. Guess, listen and tick.
Activity 4: Drill (Ex. 4) 1. Plays T.6.16.3; students repeat. Highlights: can + base verb (no s): *She can play*, not 'She can plays'. *CCQ: "He can swim – is it possible for him?" (Yes) "Can't = ?" (cannot)* **Activity 5: Writing (Ex. 5)** 2. Students write 3 true and 2 false sentences about their abilities.	**Step IV: 3. CONTROLLED PRACTICE (10 mins)** **Controlled Practice** • Ex. 4: Listen and repeat (T.6.16.3) • can't = cannot • Ex. 5: 3 true / 2 false sentences	1. Repeat the model sentences. 2. Write 5 sentences.
Activity 6: Guessing game (Ex. 6) 1. A reads sentences; B guesses "Yes, you can. / No, you can't." **Activity 7: Reporting (Ex. 7)** 2. Students change partners and report: "Dara can play football, but he can't do his homework!"	**Step V: 4. PRODUCTION (13 mins)** **Production** • Ex. 6: Can they guess? • Ex. 7: Tell a new partner	1. Read and guess. 2. Report about a friend.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Asks quick questions (Can you climb a tree?). Students write one thing they can't do but want to learn. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about what your family members can and can't do. 3. Reminder: "Read the Unit 16 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING** **(5 mins)** **Evaluation** • Self-assessment • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer and write a goal. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 98–99):

- Ex. 1: 1. sing (b) 2. dance (e) 3. feed the dog (f) 4. ride a bike (d) 5. play the guitar (a) 6. climb a tree (c)
- Ex. 3: tick Dara or Avorng as heard in T.6.16.2.
- Ex. 4: I can play football. She can play football. He can't play football. Can she play football? Yes, she can. Can he play football? No, he can't.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 16:** I can do it!
Lesson B: I think I can fly!	**Pages:** 100–101 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read Linda's funny text about what her family thinks they can do, answer Can…? questions and then carry out a group survey of abilities (ride a bike, play the guitar, swim) and present the results as a colourful chart.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to survey their group about abilities and present the results in a chart. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 16, Lesson B, pp. 100–101), Teacher's Guide Book and notebook.
- Whiteboard, markers, coloured pencils, rulers, A4 paper.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text, then complete a mini-project: survey, sentences and a bar chart presented to the class.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *Can you…? Yes, I can. / No, I can't.* and *In my group, … people can…*
- **Skill:** Read for gist and detail, collect survey data, write result sentences and draw a chart.
- **Attitude:** Cooperate in groups, include every member and present results honestly.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Human clock 1. Students use their arms as clock hands to show times the teacher says. 2. Driving question: "What can people in our group do? How can we show it?"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Human clock *What can people in our group do?*	1. Show times with arms. 2. Think about the project question.
Activity 2: Reading (Ex. 1–3) 1. Students guess what Linda's family can do, read quickly to check, then answer questions 1–6 with short answers.	**Step III: 2. PLAN (10 mins)** **Plan (model text)** • Ex. 1: Whose family? What can they do? • Ex. 2: Read quickly • Ex. 3: Answer the questions	1. Guess, read and answer.
Activity 3: Group survey (Ex. 4) 1. Groups of 4 copy the table and ask each member "Sovann, can you ride a bike?" for each activity, plus one activity of their own.	**Step IV: 3. CREATE (10 mins)** **Create (survey)** • Ex. 4: Ask and answer in groups	1. Ask and record answers in the table.
Activity 4: Writing (Ex. 5) 1. Students write: "In my group, 3 people can ride a bike." **Activity 5: Chart (Ex. 6)** 2. Groups draw and colour a bar chart. One member presents it to the class.	**Step V: 4. PRESENT (13 mins)** **Create & Present** • Ex. 5: Write – How many people? • Ex. 6: Make a chart. Colour.	1. Write result sentences. 2. Draw the chart and present it.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Compares charts: "Which activity can most students do? What can our class learn to do?" Praises clear charts. **Closing & Homework (3 mins)** 2. Homework: Ask 5 family members or neighbours 'Can you swim/ride a bike/cook?' and write the results. 3. Reminder: "Read the Unit 16 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(8 mins)** **Reflect & Assess** • Compare group charts • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Compare results and discuss. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 100–101):

• Ex. 2–3: 1. Yes, he can. 2. No, he can't. 3. Yes, she can. 4. No, he can't. 5. Yes, she can. 6. Students' own answers.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 16:** I can do it!
Lesson C: Avorng can speak English!	**Pages:** 102–103 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 16. Students play a treasure-hunt board game using *Can you…? Have you got…?*, listen for mistakes in a description of a dream pet (A p. 232) and draw the pet.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to review can/can't and have got through a treasure hunt and a listening-for-mistakes game. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 16, Lesson C, pp. 102–103), Teacher's Guide Book and notebook.
- Whiteboard, markers, bingo grids, a dice or counters.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through a DIY bingo, a board game and a mistake-finding listening task.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review *can/can't* and *have got* in questions and answers.
- **Skill:** Ask and answer to move around a game board, listen to spot mistakes and draw from a description.
- **Attitude:** Take turns, follow game rules and accept results calmly.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: DIY Bingo 1. Students write 9 ability words in a grid; teacher mimes actions; students cross the words. First to shout Bingo wins.	**Step II: 1. WARM-UP (10 mins)** **Warm-up** • DIY Bingo (ability words)	1. Make grids and play bingo.
Activity 2: Explain the game (Ex. 1) 1. Students choose 3 things they have got and 3 things they can do, tell a partner, then start. At each square they answer the question honestly and move.	**Step III: 2. RULES & MODELLING (4 mins)** **Rules & Modelling** • Ex. 1: Treasure hunt rules	1. Choose items and abilities. 2. Listen to the rules.
Activity 3: Play (Ex. 1) 1. Pairs play the treasure hunt asking "Can you swim? Have you got water?" Who reaches the treasure first?	**Step IV: 3. GAME PLAY (14 mins)** **Game Play** • Ex. 1: Treasure hunt	1. Play the board game in pairs.
Activity 4: Listen and correct (Ex. 2) 1. Student A reads the correct text on p. 232; B finds the mistakes in the text on p. 103. Then B draws the pet in the notebook.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (10 mins)** **Debrief & Language Focus** • Ex. 2: How many mistakes? (A p. 232) • Ex. 3: Draw the pet	1. Read or listen and find mistakes. 2. Draw the dream pet.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Assessment 1. Volunteers show drawings and say: "My pet can dance but it can't fly." Students tick the Unit 16 checklist. **Closing & Homework (3 mins)** 2. Homework: Describe your own dream pet (what it has got, what it can and can't do) and draw it. 3. Reminder: "Read the Unit 16 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(10 mins)** **Evaluate** • Show your pet drawings • Unit 16 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Present drawings. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 102–103):

• Ex. 2: compare with p. 232 – mistakes are in the number of eyes/ears, body size, arms/feet and what the pet can/can't do.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 17:** It's my time!
Lesson A: I listen to music	**Pages:** 104–105 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about free-time activities (*listen to music, draw cartoons, write a diary, walk the dog, go horse riding, play computer games, collect stickers*) using the present simple with all subjects, questions and short answers.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk about free-time activities and ask about other people's hobbies. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 17, Lesson A, pp. 104–105), Teacher's Guide Book and notebook.
- Audio tracks (T.6.17.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students guess and listen, discover the present simple rules in a grammar box, then use them in a guessing game and a partner interview.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use free-time activity phrases and present simple forms (*He collects… Does she…? Yes, she does.*).
- **Skill:** Listen for who does what, identify grammar rules, write true/false sentences and ask about a partner's family member.
- **Attitude:** Value hobbies as a healthy use of free time.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Disappearing elephant 1. Writes hobby words and erases one at a time; students recall the full list.	**Step II: 1. ENGAGE (5 mins)** **Engage** • Warmer: Disappearing elephant	1. Recall the hidden words.
Activity 2: Guess and listen (Ex. 1–2) 1. Students guess Bopha or Sophal for sentences 1–7; plays T.6.17.1 to check and repeat. **Activity 3: Speaking (Ex. 3)** 2. Students tell a partner: "I draw cartoons. I don't collect stickers."	**Step III: 2. EXPLORE (11 mins)** **Explore** • Ex. 1: Who does what? Guess • Ex. 2: Listen and check (T.6.17.1) • Ex. 3: Tell your partner	1. Guess, listen and repeat. 2. Tell a partner about their hobbies.
Activity 4: Grammar (Ex. 4) 1. Students study the table and answer the Yes/No rule questions, then circle the correct forms. Checks; corrects 'I am walk' → 'I walk'. *CCQ: "She _ (draw)?" (draws) "_ they play games?" (Do)*	**Step IV: 3. EXPLAIN (9 mins)** **Explain** • Ex. 4: Grammar box – Yes or No? Circle.	1. Answer the rule questions. 2. Circle the correct forms.
Activity 5: Writing & guessing (Ex. 5–6) 1. Students write 3 true and 2 false sentences about a family member; partner guesses "Yes, that's right / No, that's not right!" **Activity 6: Interview (Ex. 7)** 2. Pairs ask "Does your sister listen to music?" and complete the table.	**Step V: 4. ELABORATE (17 mins)** **Elaborate** • Ex. 5: Write about a family member • Ex. 6: Can they guess? • Ex. 7: Ask your partner – table	1. Write and guess. 2. Interview a partner and complete the table.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Writes 4 incorrect sentences on the board (He play games); students correct them. **Closing & Homework (3 mins)** 2. Homework: Write about your best friend's hobbies (6 sentences). 3. Reminder: "Read the Unit 17 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(6 mins)** **Evaluate** • Error hunt • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct the sentences. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 104–105):

• Ex. 1: 1. Bopha 2. Sophal 3. Bopha 4. Sophal 5. Sophal 6. Sophal 7. Bopha

• Ex. 4: Yes, No, No, No | draws, play, Do, Does, walk, write

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the 5Es Model stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 17:** It's my time!
Lesson B: I do nothing	**Pages:** 106–107 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read two different opinions about Mr. Sovann – one from a student (Dara) and one from his granddaughter (Pisey) – and decide whether he is happy or sad. Students then play a sentence relay and exchange information about Dara's week (A p. 232 / B p. 238).

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can compare two points of view and talk about what people do and don't do. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 17, Lesson B, pp. 106–107), Teacher's Guide Book and notebook.
- Whiteboard, markers, sentences cut up for the walking dictation.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate 'Is Mr. Sovann happy or sad?' by comparing two texts, then exchange information in pairs.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use present simple affirmative and negative with he (*He cooks… He doesn't listen to music.*) and *Does he…?*
- **Skill:** Read for gist and detail, compare points of view and ask and answer questions to complete a table.
- **Attitude:** Understand that people can look different from different points of view and avoid judging quickly.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Walking dictation 1. Sentences are on the wall; one student reads and runs back to dictate to the partner. **Activity 2: Inquiry (Ex. 1)** 2. Shows Mr. Sovann: "What does he do after school and at the weekend? Is he happy or sad?"	**Step II: 1. ASK (10 mins)** **Ask** • Warmer: Walking dictation • Ex. 1: Who is he? What does he do?	1. Do the walking dictation. 2. Guess about Mr. Sovann.
Activity 3: Reading (Ex. 2–3) 1. Students read both texts: who thinks he is happy, who thinks sad? Then decide Dara or Pisey for sentences 1–6.	**Step III: 2. INVESTIGATE (10 mins)** **Investigate** • Ex. 2: Read quickly – happy or sad? • Ex. 3: Who said these?	1. Read and compare. 2. Decide who said each sentence.
Activity 4: Sentence relay (Ex. 4) 1. Teams look at the table and make sentences (She writes a diary on Monday…) one after another; the team that remembers most wins.	**Step IV: 3. CREATE (7 mins)** **Create** • Ex. 4: Sentence relay	1. Make sentences in a relay.
Activity 5: Information gap (Ex. 5) 1. Pairs ask "Does Dara play football on Monday?" to complete the table. **Activity 6: Writing (Ex. 6)** 2. Students write sentences: "Dara plays football on Monday. He doesn't go fishing on Saturday."	**Step V: 4. DISCUSS (13 mins)** **Discuss** • Ex. 5: A p. 232 / B p. 238 • Ex. 6: Write about Dara's week	1. Ask and answer to complete the table. 2. Write sentences.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "Is Mr. Sovann happy or sad? Why do Dara and Pisey think differently?" Elicits: people at school and at home can be different. **Closing & Homework (3 mins)** 2. Homework: Write 2 short paragraphs about a teacher or relative: what students think and what his/her family thinks. 3. Reminder: "Read the Unit 17 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (8 mins)** **Reflect** • Happy or sad? Who is right? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Discuss the two points of view. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 106–107):

• Ex. 2: Dara thinks Mr. Sovann is sad; Pisey thinks he is happy.

• Ex. 3: 1. Dara 2. Pisey 3. Pisey 4. Dara 5. Pisey 6. Dara

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 17:** It's my time!
Lesson C: We play games!	**Pages:** 108–109 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Units 16–17 with a snakes-and-ladders game (spell, choose, answer, make a sentence), then students rank 5 things they do after school, interview a friend and peer-check sentences for capital letters, full stops and third-person 's'.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to review grammar from recent units and write correct sentences about a friend's free time. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 17, Lesson C, pp. 108–109), Teacher's Guide Book and notebook.
- Whiteboard, markers, dice and counters.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through a board game, then write and peer-correct sentences.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review comparatives/superlatives, can, there is/are, do/does and present simple 's'.
- **Skill:** Complete board-game tasks, ask about a friend's preferences and check sentences for mistakes.
- **Attitude:** Help classmates correct mistakes kindly and play fairly.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 1: Beginning letter 1. Says a letter; teams say a free-time activity starting with it (s – swimming, singing).	**Step II: 1. WARM-UP (7 mins)** **Warm-up** • Game: Beginning letter	1. Say activities for the letters.
Activity 2: Explain the game 1. Explains: roll the dice, do the task on the square (spell, choose, answer, make a sentence); correct = stay, wrong = go back.	**Step III: 2. RULES & MODELLING (3 mins)** **Rules & Modelling** • Ex. 1: Snakes and ladders rules	1. Listen and ask questions about the rules.
Activity 3: Play (Ex. 1) 1. Groups of 4 play. Monitors and helps with spelling and grammar answers.	**Step IV: 3. GAME PLAY (15 mins)** **Game Play** • Ex. 1: Snakes and ladders	1. Play the game in groups.
Activity 4: Ranking (Ex. 2) 1. Students write 5 after-school activities from favourite (1) to least favourite (5). **Activity 5: Interview (Ex. 3)** 2. Pairs ask "What's your number 1?" and write: "She sleeps."	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (10 mins)** **Debrief & Language Focus** • Ex. 2: My life after school – rank 1–5 • Ex. 3: Ask your friend	1. Rank activities. 2. Interview and write sentences.
Activity 6: Peer correction (Ex. 4) 1. Students swap notebooks and check three things: capital letters, full stops and 's'. Students tick the Unit 17 checklist. **Closing & Homework (3 mins)** 2. Homework: Write about your family's favourite free-time activities (6 sentences) and check them for capitals, full stops and 's'. 3. Reminder: "Read the Unit 17 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (13 mins)** **Evaluate** • Ex. 4: Peer check – capitals, full stops, 's' • Unit 17 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Check a friend's sentences. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 108–109):

• Snakes and ladders answers: worst / better than / the best; is (a pencil); Are you happy?; Does she play football?; They can't cook breakfast; smarter / the smartest; extra letters: 'foootball' → football, 'thatn' → than.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 18:** I like my friends!
Lesson A: What do you like?	**Pages:** 110–111 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about likes and dislikes with *like* + *-ing* and activities (*singing, playing badminton, playing volleyball, sunbathing, rollerblading, hiking, dancing, waterskiing*), and to ask *Do you like…? Yes, I do. / No, I don't.*

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to say what they like and don't like doing and find out classmates' likes fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 18, Lesson A, pp. 110–111), Teacher's Guide Book and notebook.
- Audio tracks (T.6.18.1, T.6.18.2), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn activities, listen to a model, then complete a task: writing anonymous likes and finding the writer.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *like/don't like* + *verb-ing* and *Do you like…?* with activity words.
- **Skill:** Listen for likes/dislikes, ask and answer about preferences and write sentences about themselves.
- **Attitude:** Respect different likes and dislikes of friends.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Numbers and me 1. Teacher writes numbers connected to his/her life (13, 2, 5); students guess what they mean.	**Step II: 1. PRE-TASK (7 mins)** **Pre-task** • Warmer: Numbers and me!	1. Guess the meaning of the numbers.
Activity 2: New words (Ex. 1) 1. Students match activities 1–8 to pictures; plays T.6.18.1 to check and repeat. **Activity 3: Lead-in (Ex. 2)** 2. Shows the girl: "Who is she? What does she like?" Students guess.	**Step III: 2. TASK (10 mins)** **Task (input)** • Ex. 1: What are they? (T.6.18.1) • Ex. 2: Who is she? What does she like?	1. Match, listen and repeat. 2. Guess about the girl.
Activity 4: Listening (Ex. 3–4) 1. Plays T.6.18.2 to check guesses, then again; students draw ☺ or ☹ for each activity.	**Step IV: 3. PLANNING (8 mins)** **Planning** • Ex. 3–4: Listen – smile or sad face (T.6.18.2)	1. Listen and draw faces.
Activity 5: Pair talk (Ex. 5) 1. Students draw ☺/☹ for themselves and ask a partner "Do you like playing football?" **Activity 6: Find the writer (Ex. 6)** 2. Students write 5 sentences (I like hiking. I don't like dancing.) without names; papers are swapped and students ask questions to find the writer.	**Step V: 4. REPORT (16 mins)** **Report** • Ex. 5: Ask and answer – Do you like…? • Ex. 6: Write 5 sentences – swap – find the writer	1. Ask and answer in pairs. 2. Write, swap and find the writer.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Elicits spelling rules: dance → dancing, swim → swimming, play → playing. Students write 4 more. **Closing & Homework (3 mins)** 2. Homework: Write 5 things you like doing and 3 things you don't like doing at the weekend. 3. Reminder: "Read the Unit 18 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (7 mins)** **Language Focus** • like + -ing spelling (dance → dancing, swim → swimming) • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write -ing forms. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 110–111):

• Ex. 1: 1. singing (f) 2. playing badminton (h) 3. playing volleyball (g) 4. sunbathing (a) 5. rollerblading (c) 6. hiking (d) 7. dancing (e) 8. waterskiing (b)

• Ex. 4: draw ☺ or ☹ as heard in T.6.18.2.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 18:** I like my friends!
Lesson B: Who likes sleeping?	**Pages:** 112–113 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read what Linda, Dara and Sophal like doing, answer *Who likes…?* questions, discover the rules of *like/likes, do/does, don't/doesn't + -ing* and survey friends' likes and dislikes.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk about other people's likes and dislikes with likes / doesn't like. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 18, Lesson B, pp. 112–113), Teacher's Guide Book and notebook.
- Whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read three short texts, work out the grammar rules from a table, then survey friends and write sentences.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *I like / she likes / he doesn't like + verb-ing* and *Do/Does … like…?*
- **Skill:** Read for gist and detail, choose correct grammar forms, ask classmates and write report sentences.
- **Attitude:** Be a good friend: help others and don't laugh at their mistakes.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Back to the board 1. One student sits with back to the board; the team describes the word written there. **Activity 2: Lead-in (Ex. 1)** 2. Students guess what Linda, Dara and Sophal like.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Back to the board • Ex. 1: What do they like? Guess.	1. Describe and guess words. 2. Guess the characters' likes.
Activity 3: Reading (Ex. 2–3) 1. Students read quickly to check guesses, then answer questions 1–6.	**Step III: 2. EXPLORE (9 mins)** **Explore** • Ex. 2: Read quickly • Ex. 3: Answer the questions	1. Read and answer.
Activity 4: Grammar (Ex. 4) 1. Students study the table, answer the rule questions and circle the correct forms. Highlights *like* + *verb-ing*: I like playing football. *CCQ: "He _ (like) fishing." (likes) "He doesn't like _ (go) fishing." (going)*	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 4: Grammar box – Yes or No? Circle.	1. Answer the rule questions. 2. Circle the correct words.
Activity 5: Survey (Ex. 5) 1. Students walk around asking "Do you like…?" and write names in the like/doesn't like table. **Activity 6: Writing (Ex. 6)** 2. Students write: "Dara likes playing football. Bopha doesn't like lions."	**Step V: 4. ELABORATE (15 mins)** **Elaborate** • Ex. 5: Ask your friends – table • Ex. 6: Write sentences	1. Survey classmates. 2. Write report sentences.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Volunteers read sentences; class checks likes/doesn't like and -ing. **Closing & Homework (3 mins)** 2. Homework: Write about what 3 friends like and don't like doing (2 sentences each). 3. Reminder: "Read the Unit 18 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(7 mins)** **Evaluate** • Read aloud & check • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Read and check sentences. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 112–113):

- Ex. 3: 1. Dara and Sophal 2. Linda 3. Dara 4. Sophal 5. Sophal and Dara 6. Teacher Mom
- Ex. 4: Yes, Yes, No, No | We like rowing. It likes apples. I like playing football. She doesn't like doing her homework. He doesn't like going fishing. Does he like rollerblading? Do they like hiking?

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 6: My life after school	**Unit 18:** I like my friends!
Lesson C: I think he likes my food!	**Pages:** 114–115 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 18. Students read Dara's and Sophal's different ideas about what Avorng likes, listen to Avorng to find who is correct, then create and present a 'My Pet' profile with a drawing (name, can, has got, likes/doesn't like).

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to create and present a pet profile using can, has got and likes/doesn't like. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 6, Unit 18, Lesson C, pp. 114–115), Teacher's Guide Book and notebook.
- Audio tracks (T.6.18.3), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read and listen to check facts, then make a pet profile as a mini-project and answer classmates' questions.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Combine *can, has got, likes / doesn't like* in a description.
- **Skill:** Read and listen to check information, write a short profile and ask and answer questions about it.
- **Attitude:** Love and take care of pets and animals.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Tell me the truth 1. Teacher says 3 sentences about what he/she likes; one is false. Students guess. 2. Driving question: "What does Avorng really like? And what about your pet?"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Tell me the truth! *What does Avorng really like?*	1. Guess the false sentence.
Activity 2: Reading (Ex. 1–3) 1. Students read the two speech bubbles and decide who said sentences 1–6. **Activity 3: Listening (Ex. 4)** 2. Plays T.6.18.3: "Who is correct, Dara or Sophal?"	**Step III: 2. PLAN (13 mins)** **Plan (model)** • Ex. 1–2: Who is correct? Dara or Sophal? • Ex. 3: Who said these? • Ex. 4: Listen to Avorng (T.6.18.3)	1. Read and answer. 2. Listen and decide who is correct.
Activity 4: Pet profile (Ex. 5) 1. Students use the questions (name? can? has got? likes?) to write a profile of a real or dream pet and draw it.	**Step IV: 3. CREATE (12 mins)** **Create** • Ex. 5: Write 'My Pet' – draw your pet	1. Write the profile and draw the pet.
Activity 5: Presentation (Ex. 6) 1. Students show their pet to a group; group members ask "Can it fly? Does it like apples? Has it got 3 eyes?"	**Step V: 4. PRESENT (10 mins)** **Present** • Ex. 6: Ask and answer about pets	1. Present and answer questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Class votes for the most creative pet. Students tick the Unit 18 checklist. **Closing & Homework (3 mins)** 2. Homework: Finish your pet profile neatly and add 3 more sentences about how you take care of it. 3. Reminder: "Read the Unit 18 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(6 mins)** **Reflect & Assess** • Unit 18 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Vote and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 114–115):

• Ex. 3: 1. Dara 2. Dara 3. Dara 4. Dara 5. Sophal 6. Sophal

• Ex. 4: answer from T.6.18.3 – who is correct about Avorng's likes.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 19:** Guesses, tricks and presents!
Lesson A: Oh yuck!	**Pages:** 116–117 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to listen to Sophal's ghost-house trick on Linda, name body parts and use the demonstratives *this, that, these, those* to ask *What's this? What are these? What colour is that?*

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to use this, that, these and those to ask and answer about things near and far. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 19, Lesson A, pp. 116–117), Teacher's Guide Book and notebook.
- Audio tracks (T.7.19.1, T.7.19.2, T.7.19.3), speaker/phone, whiteboard, markers, a bag with small objects (eraser, pen, keys).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students guess and listen to a funny trick story, then discover and use this/that/these/those in touch-and-guess and colour games.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *this/that* (one) and *these/those* (more than one; near/far) and body-part words.
- **Skill:** Listen for gist and detail, match trick objects with body parts and ask and answer quick questions in games.
- **Attitude:** Play tricks only in a kind, fun way and enjoy laughing together.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in & prediction (Ex. 1) 1. Asks: "Sophal made a ghost house to scare Linda. What is the trick?" Students guess from the picture; plays T.7.19.1 to check.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Lead-in: ghost house • Ex. 1: What is the trick? (T.7.19.1) • Cool kids say: Oh yuck!	1. Guess the trick. 2. Listen and check.
Activity 2: Listen for details (Ex. 2) 1. Plays T.7.19.1 again; students tick the 5 body parts they hear. **Activity 3: How does the trick work? (Ex. 3)** 2. Students match eggs, noodles, wet clothes, an old apple and corn to body parts; plays T.7.19.2 to check.	**Step III: 2. EXPLORE (12 mins)** **Explore** • Ex. 2: Tick the body parts (T.7.19.1) • Ex. 3: Match things and body parts (T.7.19.2)	1. Tick 5 body parts. 2. Match and check.
Activity 4: Grammar (Ex. 4) 1. Holds a pen: "This is a pen." Points far: "That is a door." Holds pens: "These are pens." Points far: "Those are windows." Students complete Ex. 4 and listen to T.7.19.3. *CCQ: "One thing far away – this or that?" (That) "Many things near me?" (These)*	**Step IV: 3. EXPLAIN (8 mins)** **Explain** • Ex. 4: this/that/these/those (T.7.19.3)	1. Watch and repeat. 2. Complete Ex. 4 and check.
Activity 5: Touch game (Ex. 5) 1. Student A closes eyes; B gives something from the bag; A asks/guesses "What is this? It's a book!" **Activity 6: Colour game (Ex. 6)** 2. Pairs point at things: "What colour are those?" Partner answers in 3 seconds.	**Step V: 4. ELABORATE (15 mins)** **Elaborate** • Ex. 5: What's this? – touch game • Ex. 6: What colour? – 3-second game	1. Play the touch-and-guess game. 2. Play the colour game.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Points to near/far, one/many objects; individuals say the correct sentence. **Closing & Homework (3 mins)** 2. Homework: Draw 4 pictures (near/far, one/many) and write sentences with this, that, these, those. 3. Reminder: "Read the Unit 19 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(6 mins)** **Evaluate** • Point and say • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say sentences with this/that/these/those. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 116–117):

- Ex. 1: Sophal gives Linda things to touch and pretends they are parts of a dead body.
- Ex. 3: a1 (eggs = eyes), b2, d4, e5, g3
- Ex. 4: this/that for one thing (near/far); these/those for more than one (near/far) – check with T.7.19.3.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 19:** Guesses, tricks and presents!
Lesson B: That's my present!	**Pages:** 118–119 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to solve a puzzle: which present belongs to whom? Students read the children's argument, use clues to match presents to people, learn possessive adjectives (*my, your, his, her, its, our, their*) and write a riddle about their favourite thing.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can use possessive adjectives and descriptions to identify and describe things. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 19, Lesson B, pp. 118–119), Teacher's Guide Book and notebook.
- Audio tracks (T.7.19.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate a logic puzzle using evidence from a dialogue, then use the language in a model text, writing and a guessing game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Match subject pronouns with possessive adjectives (*I – my, he – his, she – her, it – its, we – our, they – their*).
- **Skill:** Read a dialogue for detail, solve a puzzle with clues and write a description of a favourite thing.
- **Attitude:** Solve disagreements calmly and value their own belongings.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the picture: "What's wrong? Why are they fighting?" Students guess; plays T.7.19.4 (they don't know whose present is whose).	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: Feeling greetings • Ex. 1: What's wrong? (T.7.19.4)	1. Guess and check.
Activity 2: Puzzle (Ex. 2) 1. Pairs read the dialogue, underline every description of a present and use Bopha's information to write the number next to each name. Checks answers with evidence.	**Step III: 2. INVESTIGATE (12 mins)** **Investigate** • Ex. 2: Help the kids find their presents (Bopha is right!)	1. Underline clues and solve the puzzle.
Activity 3: Grammar (Ex. 3) 1. Students match I–my, you–your, he–his, she–her, it–its, they–their, we–our. Elicits examples from the dialogue (That's her present!).	**Step IV: 3. CREATE (6 mins)** **Create (rule)** • Ex. 3: Match the words – possessive adjectives	1. Match pronouns and possessives.
Activity 4: Model (Ex. 4–5) 1. Students read Linda's text and answer the 6 questions. **Activity 5: Writing (Ex. 6)** 2. Students make notes and write about their favourite thing (colour, feeling, old/new, use) without saying what it is. **Activity 6: Guessing game (Ex. 7)** 3. Students give one clue at a time; group guesses.	**Step V: 4. DISCUSS (15 mins)** **Discuss** • Ex. 4–5: Linda's favourite thing • Ex. 6: Write about your favourite thing • Ex. 7: Guessing game	1. Read and answer. 2. Write about their favourite thing. 3. Play the guessing game.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "Which clue helped most? How can friends stop fighting?" Quick possessive check: "Bopha's bag – ___ bag." (her) **Closing & Homework (3 mins)** 2. Homework: Write about a family member's favourite thing (5 sentences) with his/her. 3. Reminder: "Read the Unit 19 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (8 mins)** **Reflect** • How did we solve the puzzle? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Reflect and answer quick questions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 118–119):

- Ex. 1: They are fighting because they are confused about who owns the presents.
- Ex. 2: a. Bopha 1 (blue with an apple) b. Dara 5 (green with apples) c. Linda 4 (green with elephants) d. Sophal 3 (yellow with orange hats) e. Avorng 2 (yellow with oranges)
- Ex. 3: I – my, you – your, he – his, she – her, it – its, they – their, we – our
- Ex. 5: blue; it makes her feel pretty; old; she can wear it; when she dances; her favourite blue dress

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 19:** Guesses, tricks and presents!
Lesson C: A special present	**Pages:** 120–121 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 19. Students listen to find out what the cat's present for Bopha is, eliminate impossible things, check on p. 232, then write riddles and play 'Give me a clue!' with Yes/No questions.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to describe things with clues and guess objects with Yes/No questions. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 19, Lesson C, pp. 120–121), Teacher's Guide Book and notebook.
- Audio tracks (T.7.19.5), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review through listening deduction, riddle writing and a points-based clue game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review descriptions (colour, size, comparatives, use) and *Is it…?* questions.
- **Skill:** Listen and eliminate options, write 3-sentence riddles and ask efficient Yes/No questions.
- **Attitude:** Think creatively and respect turn-taking in games.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in 1. Shows the picture: "Why is Dara smiling? What has Bopha got?" Students guess.	**Step II: 1. WARM-UP (6 mins)** **Warm-up** • Lead-in: Why is Dara smiling?	1. Guess from the picture.
Activity 2: Listening (Ex. 1–2) 1. Plays T.7.19.5 (a present from the cat); then again: students cross the things it can't be. **Activity 3: Guess & check (Ex. 3–4)** 2. Students suggest other ideas, then turn to p. 232 to check.	**Step III: 2. RULES & MODELLING (15 mins)** **Rules & Modelling** • Ex. 1: Listen and check (T.7.19.5) • Ex. 2: Cross the things it can't be • Ex. 3–4: Guess; check p. 232	1. Listen and cross out. 2. Guess and check on p. 232.
Activity 4: Riddles (Ex. 5) 1. Models: "It is black. It is smaller than a bird. You use it at school. What is it?" Students write 3-sentence riddles and read them to their group.	**Step IV: 3. GAME PLAY (10 mins)** **Game Play** • Ex. 5: Write a riddle	1. Write riddles and guess others'.
Activity 5: Clue game (Ex. 6) 1. Pairs choose one thing; partner asks only Yes/No questions. Fewer guesses = more points. Shares good questions afterwards.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (10 mins)** **Debrief & Game** • Ex. 6: Give me a clue! – fewer guesses = more points	1. Play the clue game.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Assessment 1. Two students read their best riddles to the class. Students tick the Unit 19 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 3 riddles about things at home for your classmates to guess next lesson. 3. Reminder: "Read the Unit 19 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(7 mins)** **Evaluate** • Unit 19 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Read riddles. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 120–121):

• Ex. 1: It's a present from the cat.

• Ex. 2–4: cross out the things that cannot be the present according to T.7.19.5; the answer is on p. 232.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 20:** Festivals, parties and trouble!
Lesson A: Khmer New Year at Angkor Wat	**Pages:** 122–123 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to describe actions happening now with the present continuous (*am/is/are* + *-ing*) in the story of Khmer New Year at Angkor Wat, where Dara falls into the water while making a wish.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to say what people are doing now using the present continuous. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 20, Lesson A, pp. 122–123), Teacher's Guide Book and notebook.
- Audio tracks (T.7.20.1, T.7.20.2), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students hear the present continuous in a story, order sentences, practise with pictures and a chant, then produce it in a miming game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Form the present continuous (*I am / he is / we are* + *verb-ing*) and use it for actions happening now.
- **Skill:** Listen for gist and sequence, write sentences about pictures and act/guess actions.
- **Attitude:** Appreciate Khmer New Year traditions and be careful near water.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the picture at Angkor Wat: "What are they doing?" Students guess; plays T.7.20.1 (making wishes).	**Step II: 1. WARM-UP & LEAD-IN (5 mins)** **Warm-up & Lead-in** • Ex. 1: What are they doing? (T.7.20.1)	1. Guess and listen.
Activity 2: Sequencing (Ex. 2) 1. Pairs order sentences a–g; plays T.7.20.1 again to check. **Activity 3: Grammar** 2. Presents the Remember box: I am dancing / He is dancing / They are dancing. Rule: am/is/are + -ing for now. *CCQ: "Is Dara falling now or every day?" (Now)*	**Step III: 2. PRESENTATION (12 mins)** **Presentation** • Ex. 2: Put the sentences in order • Remember: am/is/are dancing	1. Order the sentences and check. 2. Copy and say the grammar box.
Activity 4: Practice (Ex. 3) 1. Students write sentences 1–9 from the pictures and words (He is talking. I am listening…). Pairs check.	**Step IV: 3. CONTROLLED PRACTICE (8 mins)** **Controlled Practice** • Ex. 3: Write sentences with the pictures	1. Write 9 sentences and check with a partner.
Activity 5: Chant (Ex. 4) 1. Plays T.7.20.2; class chants with actions. Erases words line by line until students chant from memory. **Activity 6: Mime game (Ex. 5)** 2. Students mime an action; others ask "Are you swimming?" – "Yes, I am / No, I'm not."	**Step V: 4. PRODUCTION (18 mins)** **Production** • Ex. 4: Disappearing chant (T.7.20.2) • Ex. 5: What are you doing? – mime game	1. Chant with actions. 2. Mime and guess actions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Asks students to do actions; others describe: "Sokha is writing." **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about what your family members are doing now (or at this time on Sunday). 3. Reminder: "Read the Unit 20 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING** **(5 mins)** **Evaluation** • What is he/she doing now? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Describe classmates' actions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 122–123):

• Ex. 2: 1d, 2c, 3b, 4f, 5g, 6e, 7a

• Ex. 3: 1. He is talking. 2. I am listening. 3. You are sleeping. 4. They are walking. 5. Nary is eating. 6. We are playing games. 7. I am studying. 8. Mum is working. 9. We are watching TV.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PPP stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 20:** Festivals, parties and trouble!
Lesson B: Is he getting in trouble again?	**Pages:** 124–125 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read a story about Dara at the Ploughing Festival being chased by a bull, answer questions and learn the -ing spelling rules (*swim – swimming, make – making, read – reading*). They then describe a busy picture with as many -ing sentences as possible.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to read a festival story and describe a picture using present continuous sentences with correct -ing spelling fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 20, Lesson B, pp. 124–125), Teacher's Guide Book and notebook.
- Audio tracks (T.7.20.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students predict a story from key words, read and answer questions, then complete a team task describing a picture.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use the present continuous with correct -ing spelling (double letter, drop e, just add -ing) and festival words (*plough, bull, cow, chase, magic*).
- **Skill:** Predict, read for detail, classify -ing spellings and write many sentences about a picture.
- **Attitude:** Respect Cambodian festivals and animals.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Students mime; class asks "What are you doing?" **Activity 2: Prediction (Ex. 1)** 2. Shows the words chase, cow, magic: "What is the story about?" Accepts creative ideas.	**Step II: 1. PRE-TASK (8 mins)** **Pre-task** • Warmer: What are you doing? • Ex. 1: Guess the story – chase, cow, magic	1. Mime and guess. 2. Predict the story.
Activity 3: Read & listen (Ex. 2–3) 1. Students guess the festival; plays T.7.20.3; they complete: "They are at the ploughing festival." **Activity 4: Details (Ex. 4)** 2. Students answer questions 1–8; checks.	**Step III: 2. TASK (14 mins)** **Task (reading)** • Ex. 2: What festival? What is Dara doing? • Ex. 3: Read & listen (T.7.20.3) • Ex. 4: Answer the questions	1. Guess, read and complete. 2. Answer the questions.
Activity 5: Spelling (Ex. 5) 1. Shows the 3 rules: double letters (swim – swimming), no e (make – making), just add -ing (read – reading). Students put the 12 verbs in the correct columns.	**Step IV: 3. PLANNING (8 mins)** **Planning** • Spelling rules: -ing • Ex. 5: 3 columns	1. Sort the verbs into 3 columns.
Activity 6: Brainstorm (Ex. 6) 1. Teams list words they know in the picture. **Activity 7: Team task (Ex. 7)** 2. Teams write as many correct -ing sentences about the picture as possible in 6 minutes, then read them. Points for correct grammar and spelling.	**Step V: 4. REPORT (12 mins)** **Report** • Ex. 6: How many words do you know? • Ex. 7: Picture sentences – Game!	1. List words. 2. Write and report sentences.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Language focus 1. Writes some team sentences with errors on the board; class corrects spelling and am/is/are. **Closing & Homework (3 mins)** 2. Homework: Write 8 -ing words in the 3 spelling groups and use 4 of them in sentences. 3. Reminder: "Read the Unit 20 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (6 mins)** **Language Focus** • Spelling check of team sentences • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct the errors. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 124–125):

- Ex. 2–3: Ploughing festival; Dara is running away from the bull.
- Ex. 4: 1. What to plant this year 2. Touch/pet the magic cow 3. No, it's a bull. 4. It chases him. 5. The bull 6. The fence 7. The fence 8. Yes – Dara goes flying.
- Ex. 5: double letter – stopping, running, getting (sitting, swimming); no e – writing, closing (making, having); just add -ing – catching, doing, talking, drawing, listening, opening, playing

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 20:** Festivals, parties and trouble!
Lesson C: A beautiful wedding	**Pages:** 126–127 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This review lesson consolidates Unit 20. Students identify family members at Sophal's sister's wedding by listening, play an information-gap picture game (A p. 233 / B p. 238) describing what children are doing and wearing, and describe classmates for others to guess.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to describe what people are doing and wearing so others can identify them. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 20, Lesson C, pp. 126–127), Teacher's Guide Book and notebook.
- Audio tracks (T.7.20.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review the present continuous through listening and two guessing games.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review the present continuous with actions and clothes (*She is talking… She is wearing…*).
- **Skill:** Listen to match people, describe pictures and classmates and ask checking questions.
- **Attitude:** Enjoy family celebrations and describe others respectfully.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 1: Sok says 1. Gives action commands; students act and say "I am jumping!"	**Step II: 1. WARM-UP (8 mins)** **Warm-up** • Game: Sok says (actions)	1. Act and say sentences.
Activity 2: Lead-in (Ex. 1) 1. Students guess: at Sophal's sister's wedding. **Activity 3: Listening (Ex. 2)** 2. Plays T.7.20.4; students match the relatives a–g to numbers 1–7.	**Step III: 2. RULES & MODELLING (12 mins)** **Rules & Modelling** • Ex. 1: Where are Linda and Sophal? • Ex. 2: Who is who? (T.7.20.4)	1. Guess the place. 2. Listen and match.
Activity 4: Information gap (Ex. 3) 1. A and B describe children in their pictures: "She is talking to the teacher. She is wearing a white shirt." Partner asks "Is it Pisey?"	**Step IV: 3. GAME PLAY (14 mins)** **Game Play** • Ex. 3: A p. 233 / B p. 238 – What are the kids doing?	1. Describe and identify children.
Activity 5: Classmate game (Ex. 4) 1. Students describe a classmate (doing/wearing) for a partner to guess. Notes errors for feedback.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (8 mins)** **Debrief & Language Focus** • Ex. 4: Describe someone in the room	1. Describe and guess classmates.
Activity 6: Assessment 1. Corrects common errors (He wearing → He is wearing). Students tick the Unit 20 checklist. **Closing & Homework (3 mins)** 2. Homework: Draw a family party and write 6 sentences about what people are doing and wearing. 3. Reminder: "Read the Unit 20 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (6 mins)** **Evaluate** • Error feedback • Unit 20 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct errors. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 126–127):

- Ex. 1: At Sophal's sister's wedding.
- Ex. 2: a. uncle 1 b. mum 4 c. little sister 6 d. aunt 2 e. big sister 7 f. dad 5 g. big brother 3

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 21:** A world of fun
Lesson A: The new baby	**Pages:** 128–129 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to contrast what people *usually do* (present simple) with what they *are doing today* (present continuous). Dara's family is having an unusual Sunday because of the new baby.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to contrast usual routines with actions happening today. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 21, Lesson A, pp. 128–129), Teacher's Guide Book and notebook.
- Audio tracks (T.7.21.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to Dara's unusual Sunday, complete a table, practise contrasting sentences and imagine their own family's unusual Sunday.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Contrast *usually + present simple* and *today + present continuous* (*He usually plays football, but today he is washing clothes.*).
- **Skill:** Listen for detail, write contrast sentences and tell an imaginary story to a group.
- **Attitude:** Understand family changes (a new baby) and help at home.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Asks: "What happens when a baby is born? Do you know any babies?" Students share.	**Step II: 1. ENGAGE (5 mins)** **Engage** • Ex. 1: What happens when a baby is born?	1. Share experiences about babies.
Activity 2: Prediction (Ex. 2) 1. Students guess why Dara is angry; plays T.7.21.1 (He is jealous / he can't have a usual Sunday).	**Step III: 2. EXPLORE (7 mins)** **Explore** • Ex. 2: Why is Dara angry? (T.7.21.1)	1. Guess and listen.
Activity 3: Listening for details (Ex. 3) 1. Plays T.7.21.1 again; students complete 1–10. 2. Writes: *He usually plays football, but today he is washing the baby's clothes.* Elicits the two tenses. *CCQ: "'usually' – every Sunday or now?" (Every Sunday) "'today he is…' – now?" (Yes)*	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 3: Usually vs today table • Present simple vs continuous	1. Complete the table. 2. Explain the difference between the tenses.
Activity 4: Controlled practice (Ex. 4) 1. Students write sentences 1–7: "Tom usually watches TV on Sunday, but today he is going for a walk." **Activity 5: Personalisation (Ex. 5–6)** 2. Students make notes about an imaginary unusual Sunday and tell their group; listeners ask "Really? Why?"	**Step V: 4. ELABORATE (18 mins)** **Elaborate** • Ex. 4: More not normal Sundays • Ex. 5: Your family's unusual Sunday – notes • Ex. 6: Tell your group	1. Write contrast sentences. 2. Make notes and tell the group.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Assessment 1. Says half sentences: "My dad usually…" / "…but today…" Students complete orally. Exit: 2 contrast sentences. **Closing & Homework (3 mins)** 2. Homework: Write about a real or imaginary unusual day in your family (6 sentences with usually / today). 3. Reminder: "Read the Unit 21 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (8 mins)** **Evaluate** • Sentence completion • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Complete sentences orally and in writing. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 128–129):

- Ex. 2: e.g. He is jealous of the new baby / he can't sleep / he can't have a usual Sunday.
- Ex. 3: 1. plays football with Dara 2. is washing the baby's clothes 3. makes lunch 4. is sleeping 5. plays football 6. is making lunch 7. plays with Dara 8. is playing with the baby 9. cries and smiles 10. is smiling at Dara
- Ex. 4: 1. Tom usually watches TV on Sunday, but today he is going for a walk. 2. Linda usually brushes her hair… today she is doing her homework. 3. Bopha usually goes swimming… today she is talking to Dara on the phone. 4. Miss Mom usually plays football… today she is sleeping. 5. Mr Sovann usually goes out with his grandson… today he is fishing. 6. Avorng usually looks at his egg… today he is flying to Sophal's house. 7. Sophal usually walks and brushes the dog… today he is making lunch for Avorng.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 21:** A world of fun
Lesson B: There's something about the moon	**Pages:** 130–131 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about four festivals in Asia (Thaipusam in Malaysia, Tết in Vietnam, Chinese New Year in Cambodia, Tsagaan Sar in Mongolia), complete an information table, then plan, describe and write about a festival they like as a 'Festival Postcard'.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to describe a festival as if they are there, using the present continuous. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 21, Lesson B, pp. 130–131), Teacher's Guide Book and notebook.
- Audio tracks (T.7.21.2), speaker/phone, whiteboard, markers, A5 card or paper for postcards, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students collect information from texts, then plan and create a festival postcard and share it orally in groups.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use festival vocabulary (*sari, envelope, lucky money, dragon dancing, new clothes, lollies*) and the present continuous.
- **Skill:** Read for specific information, complete a table, describe a scene and write a short postcard.
- **Attitude:** Respect and enjoy the festivals of different countries and cultures.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. After a quick 'Sok says', shows the four pictures: "Why are they celebrating?" Students brainstorm. 2. Introduces the project: a festival postcard.	**Step II: 1. LAUNCH (Driving Question) (8 mins)** **Launch** • Warmer: Sok says • Ex. 1: Why are they celebrating? *Driving question: How can we share our favourite festival?*	1. Play and brainstorm. 2. Listen to the project task.
Activity 2: Reading (Ex. 2–3) 1. Plays T.7.21.2; students match pictures A–D to texts 1–4, then complete the table (country, festival, what they get, wearing, doing).	**Step III: 2. PLAN (12 mins)** **Plan (research)** • Ex. 2: Match pictures and texts (T.7.21.2) • Ex. 3: Complete the table	1. Match texts and pictures. 2. Complete the table.
Activity 3: Guess Who (Ex. 4) 1. Pairs pretend to be one of the children; partner asks "Are you wearing a dress?" to guess.	**Step IV: 3. CREATE (5 mins)** **Plan (speaking)** • Ex. 4: Guess Who! – be one of the people	1. Play Guess Who.
Activity 4: Plan & present (Ex. 5–6) 1. Students note answers to the 6 questions about a festival they like (Pchum Ben, Water Festival, Khmer New Year…). They describe it to the group with eyes closed: "People are dancing… I am eating…" The group guesses. **Activity 5: Postcard (Ex. 7)** 2. Students write their description as a postcard and draw a picture.	**Step V: 4. PRESENT (15 mins)** **Create & Present** • Ex. 5: Notes about your festival • Ex. 6: Close your eyes – can they guess? • Ex. 7: Write about your festival (postcard)	1. Make notes and describe the festival. 2. Write and illustrate the postcard.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Displays postcards; students read two others and say one thing they learned. **Closing & Homework (3 mins)** 2. Homework: Finish your festival postcard and write 3 more sentences about the food at the festival. 3. Reminder: "Read the Unit 21 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(8 mins)** **Reflect & Assess** • Postcard display & feedback • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Read postcards and give feedback. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 130–131):

• Ex. 2: A1, B4, C2, D3

• Ex. 3: Can – 1. Vietnam 2. Tết 3. red envelopes with money 4. her favourite pink dress 5. dancing | Saray – 6. Cambodia 7. Chinese New Year 8. lots of fruit and new clothes 9. new clothes 10. watching the dragon | Bolormaa – 11. Mongolia 12. Tsagaan Sar 13. lollies and new clothes 14. new clothes 15. standing in the snow

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 7: Celebrations!	**Unit 21:** A world of fun
Lesson C: What's happening?	**Pages:** 132–133 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 21. Students investigate 'What special thing is happening today?' – Avorng's egg is moving! They contrast what people *should be doing* with what they *are really doing*, correct sentences, talk about Neath and create their own cartoon.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can say what people should be doing and what they are really doing. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 7, Unit 21, Lesson C, pp. 132–133), Teacher's Guide Book and notebook.
- Audio tracks (T.7.21.3), speaker/phone, whiteboard, markers, A4 paper for cartoons.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate a mystery from a picture and text, answer and correct sentences, then create a cartoon for friends to interpret.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use present continuous questions, negatives and short answers (*Is she teaching? No, she isn't.*) and *should be + -ing*.
- **Skill:** Read for detail, correct false sentences and create and explain a cartoon.
- **Attitude:** Be curious about nature and share exciting moments with friends.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Inquiry (Ex. 1) 1. After a miming warmer, shows the picture: "Something special is happening today. Everyone is outside. Why?" Students guess.	**Step II: 1. ASK (8 mins)** **Ask** • Warmer: What are you doing? • Ex. 1: Something special is happening. What?	1. Mime and guess. 2. Predict what is happening.
Activity 2: Read & listen (Ex. 2) 1. Plays T.7.21.3; students find the answer (Avorng's egg is moving!). **Activity 3: Details (Ex. 3)** 2. Students answer questions 1–10 with short answers.	**Step III: 2. INVESTIGATE (12 mins)** **Investigate** • Ex. 2: Read & listen (T.7.21.3) • Ex. 3: Answer the questions	1. Read and find the answer. 2. Answer with short answers.
Activity 4: Correction (Ex. 4) 1. Students write 4 corrections: "Mr Sovann isn't sitting in his office. He's watching the egg."	**Step IV: 3. CREATE (8 mins)** **Create** • Ex. 4: Correct 4 sentences • Remember: short answers	1. Write 4 corrected sentences.
Activity 5: Model (Ex. 5) 1. Pairs talk about Neath: "She should be sleeping, but she is watching TV." **Activity 6: Cartoon (Ex. 6–7)** 2. Students draw a 3–4 frame cartoon of a person who should be doing one thing but is doing another, then show a friend who describes it.	**Step V: 4. DISCUSS (14 mins)** **Discuss** • Ex. 5: Neath – should be / really doing • Ex. 6–7: Make your own cartoon – can they guess?	1. Talk about Neath. 2. Draw and explain a cartoon.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "What should you be doing now? What are you doing?" Students tick the Unit 21 checklist. **Closing & Homework (3 mins)** 2. Homework: Finish your cartoon and write one sentence under each picture. 3. Reminder: "Read the Unit 21 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (6 mins)** **Reflect** • Unit 21 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 132–133):

• Ex. 2: Avorng's egg is moving – everyone is watching it.

• Ex. 3: 1. No, he isn't. 2. No, she isn't. 3. No, they aren't. 4. No, he isn't. 5. No, she isn't. 6. Yes, they are. 7. No, they aren't. 8. Yes, they are. 9. Yes, it is. 10. Yes, it is.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 22:** Cool things in my country
Lesson A: What animal is it?	**Pages:** 134–135 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name animals in Cambodia (*a cat, a bear, a dolphin, a dog, a tiger, a sun bear, an elephant, a pangolin, a water buffalo*), classify where they live and ask information questions with *What, When, Where, Why, How many, Who*.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to name animals and ask and answer Wh-questions about them. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 22, Lesson A, pp. 134–135), Teacher's Guide Book and notebook.
- Audio tracks (T.8.22.1, T.8.22.2, T.8.22.3), speaker/phone, whiteboard, markers, animal flashcards.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students guess and categorise animals, listen to a quiz, discover what each question word asks about and use them to talk about their favourite animal.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name 9 animals and use question words *What, When, Where, Why, How many, Who* correctly.
- **Skill:** Categorise animals, listen for answers, match questions and answers and ask a partner about a favourite animal.
- **Attitude:** Love and protect Cambodia's animals, especially endangered ones (sun bear, pangolin, tiger).

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Animal sounds 1. Makes animal sounds/actions; students guess the animal. **Activity 2: Guess (Ex. 1)** 2. Students guess the animals in photos a–i with a partner.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: animal sounds • Ex. 1: What are these animals? Guess.	1. Guess the animals.
Activity 3: New words (Ex. 1) 1. Plays T.8.22.1; students check and repeat. **Activity 4: Categorising (Ex. 2)** 2. Students sort the animals: live with people / live in the forest and seas; plays T.8.22.2.	**Step III: 2. EXPLORE (10 mins)** **Explore** • Ex. 1: Listen and check (T.8.22.1) • Ex. 2: Where do they live? (T.8.22.2)	1. Check and repeat. 2. Complete the table.
Activity 5: Listening (Ex. 3–4) 1. Plays T.8.22.3: which number is not an animal? (7 – Dara!). Students match questions 1–8 with answers. **Activity 6: Grammar (Ex. 5)** 2. Students tick what each question word is about (what → things, when → time, where → places, why → reasons, how many → numbers, who → people) and circle the correct words.	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 3–4: Listen – one is NOT an animal (T.8.22.3) • Ex. 5: Grammar – question words	1. Listen and match questions and answers. 2. Tick and circle question words.
Activity 7: Writing (Ex. 6) 1. Students answer the 6 questions about their favourite animal and draw it. **Activity 8: Speaking (Ex. 7)** 2. Pairs interview each other: "What's your favourite animal? Where does it live?"	**Step V: 4. ELABORATE (15 mins)** **Elaborate** • Ex. 6: My favourite animal – answer and draw • Ex. 7: Tell your partner	1. Write answers and draw. 2. Interview a partner.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 9: Assessment 1. Gives answers (At night. / In the sea. / Because…); students make the questions. **Closing & Homework (3 mins)** 2. Homework: Write 6 questions and answers about an animal in Cambodia using different question words. 3. Reminder: "Read the Unit 22 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(6 mins)** **Evaluate** • Question word quiz • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Make questions for the answers. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 134–135):

- Ex. 1: 1. a cat (e) 2. a bear (h) 3. a dolphin (i) 4. a dog (g) 5. a tiger (b) 6. a sun bear (a) 7. an elephant (d) 8. a pangolin (f) 9. a water buffalo (c)
- Ex. 2: with people – cat, dog, water buffalo | forest and seas – sun bear, tiger, elephant, pangolin, bear, dolphin
- Ex. 3: Number 7 is not an animal – it is Dara.
- Ex. 4: 1. in rivers and seas 2. an elephant 3. at night 4. because they're scared 5. Dara 6. yellow and black 7. a dog 8. a lot
- Ex. 5: What, Where, When, Why, How many, Who

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 22:** Cool things in my country
Lesson B: Life on the water	**Pages:** 136–137 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to investigate life in a floating village through Panha's text, answer Wh- questions and then write a multiple-choice quiz about their best friend for a partner to guess who it is.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can ask and answer Wh- questions to find information about people. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 22, Lesson B, pp. 136–137), Teacher's Guide Book and notebook.
- Whiteboard, markers, a photo of a floating village (Tonle Sap).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate 'What is life like on the water?' through reading, then use questions to investigate a secret person.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use Wh- questions (*Where, When, What, How many, Why*) about people's lives.
- **Skill:** Read for gist and detail and write and ask quiz questions.
- **Attitude:** Respect different ways of life in Cambodia and value friendship.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Number, draw, race 1. Calls a number and an animal; the student with that number races to draw it on the board. **Activity 2: Inquiry (Ex. 1)** 2. Shows the floating village: "What is it? Where is it? What is life like on the water?"	**Step II: 1. ASK (8 mins)** **Ask** • Warmer: Number, draw, race! • Ex. 1: What is it? Where is it?	1. Race and draw. 2. Guess and ask questions about the photo.
Activity 3: Read for gist (Ex. 2) 1. Students read quickly: "Does Panha like the floating village?" **Activity 4: Read for details (Ex. 3)** 2. Students answer questions 1–7; checks with evidence.	**Step III: 2. INVESTIGATE (15 mins)** **Investigate** • Ex. 2: Does Panha like the floating village? • Ex. 3: Answer the questions	1. Read and answer the gist question. 2. Answer the detail questions.
Activity 5: Writing (Ex. 4) 1. Students complete the quiz about their best friend (sport, hometown, birthday, brothers, food, dislikes) with three options, without saying who it is.	**Step IV: 3. CREATE (10 mins)** **Create** • Ex. 4: Write questions about your best friend	1. Write the quiz questions and options.
Activity 6: Speaking (Ex. 5) 1. Partners answer each question by choosing a, b or c and finally guess the best friend.	**Step V: 4. DISCUSS (10 mins)** **Discuss** • Ex. 5: Read your questions – can they guess?	1. Ask and answer quiz questions. 2. Guess the best friend.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "Would you like to live in a floating village? Why/why not?" **Closing & Homework (3 mins)** 2. Homework: Write 5 Wh- questions you want to ask Panha and imagine his answers. 3. Reminder: "Read the Unit 22 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (5 mins)** **Reflect** • Life on the water: good or difficult? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Give opinions with reasons. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 136–137):

• Ex. 2: Yes – Panha is happy.

• Ex. 3: 1. In a floating village / in a boat 2. After school 3. No, because they don't have a football field. 4. Fish 5. One 6. Wi 7. Yes

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 22:** Cool things in my country
Lesson C: Where is it?	**Pages:** 138–139 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 22. Students answer a 'Cambodia quiz' about money, places, the capital city, provinces, Royal Ploughing Day, land area and neighbouring countries, then create their own quiz questions about Cambodia and challenge other groups.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to create and run a quiz about Cambodia using Wh- questions. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 22, Lesson C, pp. 138–139), Teacher's Guide Book and notebook.
- Audio tracks (T.8.22.4), speaker/phone, whiteboard, markers, a map of Cambodia, paper for quiz cards.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students do a model quiz, then design their own quiz as a group product and use it to challenge other groups.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use Wh- questions and facts about Cambodia (*capital, province, land area, neighbouring countries*).
- **Skill:** Answer and write multiple-choice questions and ask other groups.
- **Attitude:** Be proud of Cambodia and its culture, geography and history.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Memory warmer 1. Shows a picture of Cambodia for 30 seconds; groups list what they remember. 2. Driving question: "How well do we know our country? Let's make a quiz!"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: How many things can you remember? *Driving question: How well do we know Cambodia?*	1. List remembered things. 2. Hear the project task.
Activity 2: Model quiz (Ex. 1) 1. Groups answer questions 1–7 (guessing if needed), then listen to T.8.22.4 to check. How many did they get right?	**Step III: 2. PLAN (12 mins)** **Plan (model quiz)** • Ex. 1: Cambodia quiz (T.8.22.4)	1. Answer the quiz in groups. 2. Listen and score.
Activity 3: Make a quiz (Ex. 2) 1. Each group writes 5 questions about Cambodia with 3 options (food, festivals, rivers, temples, animals). Checks question forms.	**Step IV: 3. CREATE (12 mins)** **Create** • Ex. 2: Write more questions about Cambodia	1. Write 5 quiz questions.
Activity 4: Quiz challenge (Ex. 3) 1. Groups take turns reading their questions; other groups answer for points.	**Step V: 4. PRESENT (10 mins)** **Present** • Ex. 3: Ask other groups	1. Ask and answer quiz questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Reflection 1. Class chooses the most interesting question. Students tick the Unit 22 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 5 more quiz questions about your province with answers. 3. Reminder: "Read the Unit 22 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(7 mins)** **Reflect & Assess** • Best question award • Unit 22 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Vote and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 138–139):

• Ex. 1 (check with T.8.22.4): 1. c (Riels and the dollar) 2. a (Siem Reap) 3. b (Phnom Penh) 4. b (Mondulkiri) 5. c (in May) 6. b (181,035 sq km) 7. a (Laos, Vietnam, Thailand)

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 23:** My cool house
Lesson A: Where are my things?	**Pages:** 140–141 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name rooms and parts of a house (*bathroom, living room, kitchen, bedroom, backyard, front yard, garage*), listen to Dara's bad day looking for his things and use prepositions of place *in, on, next to, under*.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to say where things are in a house using prepositions of place. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 23, Lesson A, pp. 140–141), Teacher's Guide Book and notebook.
- Audio tracks (T.8.23.1, T.8.23.2), speaker/phone, whiteboard, markers, a box and a small toy for prepositions.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn rooms, listen to a story, see prepositions with Avorng and a box, then practise in a listen-and-draw activity.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name rooms in a house and use *in, on, next to, under* with *Where is/are…?*
- **Skill:** Listen and order pictures, check sentences against a picture and describe a picture for a partner to draw.
- **Attitude:** Keep their room and house tidy and know where their things are.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Classroom quiz 1. Asks quick questions about the classroom (How many windows? Where is the door?). **Activity 2: Lead-in (Ex. 1)** 2. Students say what they do in each room.	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warm-up & Lead-in** • Classroom quiz • Ex. 1: What do you do here?	1. Answer the quiz. 2. Talk about rooms.
Activity 3: New words (Ex. 2) 1. Students match rooms to photos; plays T.8.23.1 for repetition. **Activity 4: Listening (Ex. 3–4)** 2. Students guess if it is a good or bad day for Dara; plays T.8.23.2, then T.8.23.3 to order the pictures.	**Step III: 2. PRESENTATION (12 mins)** **Presentation** • Ex. 2: Rooms (T.8.23.1) • Ex. 3: Good day or bad day? (T.8.23.2) • Ex. 4: Order the pictures (T.8.23.3)	1. Match and repeat rooms. 2. Guess, listen and order.
Activity 5: Prepositions (Ex. 5) 1. Shows the toy in/on/next to/under the box; students repeat. They tick/cross sentences 1–6 about the picture and correct false ones. *CCQ: "The pen is on the desk – can I see it?" (Yes) "Under the bed – is it on top?" (No)*	**Step IV: 3. CONTROLLED PRACTICE (9 mins)** **Controlled Practice** • Ex. 5: in / on / next to / under – tick or cross	1. Repeat the prepositions. 2. Tick/cross and correct sentences.
Activity 6: Listen and draw (Ex. 6) 1. Describes a room: "There is a bed. A cat is on the bed. A ball is under the table…" Students draw. **Activity 7: Speaking (Ex. 7)** 2. Pairs compare drawings: "Where is the ball? It's in the box!"	**Step V: 4. PRODUCTION (14 mins)** **Production** • Ex. 6: Listen and draw • Ex. 7: Same or different?	1. Listen and draw. 2. Compare drawings with questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Places objects around the classroom; students say where they are. **Closing & Homework (3 mins)** 2. Homework: Draw your bedroom and write 6 sentences with in, on, next to, under. 3. Reminder: "Read the Unit 23 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING** **(6 mins)** **Evaluation** • Where is it? – classroom objects • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say where objects are. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 140–141):

- Ex. 1: 1. bathroom (g) 2. living room (e) 3. kitchen (f) 4. bedroom (c) 5. backyard (a) 6. front yard (b) 7. garage (d)
- Ex. 3: It is a bad day for Dara (check T.8.23.2).
- Ex. 5: tick or cross each sentence according to the picture; correct the false ones.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 23:** My cool house
Lesson B: Big houses, small houses	**Pages:** 142–143 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about two different houses – Veasna's big house in Phnom Penh and Vutha's small house in Kampong Cham – answer questions, then complete a group task: designing a dream house (place, rooms, colour) and presenting it to the class.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to describe a house and its rooms and present a dream house fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 23, Lesson B, pp. 142–143), Teacher's Guide Book and notebook.
- Whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read two model texts, then do a group design task and report it to the class.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use house vocabulary with *There is/are…, It's got…, How many…?*
- **Skill:** Read for gist and detail, complete a planning table and present a house design.
- **Attitude:** Appreciate their home, big or small, and respect different living conditions.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the two photos: "Who has got a house like this? What rooms has it got?"	**Step II: 1. PRE-TASK (7 mins)** **Pre-task** • Ex. 1: Who has got a house like this?	1. Talk about the photos.
Activity 2: Reading (Ex. 2–3) 1. Students read quickly and match the texts to the photos, then answer questions 1–5 with short answers.	**Step III: 2. TASK (12 mins)** **Task (reading)** • Ex. 2: Match text and photos • Ex. 3: Answer the questions	1. Match and answer.
Activity 3: Group design (Ex. 4) 1. Groups plan a dream house: where (beach, river, mountain), how many rooms, yard, colour, who lives there. They draw it and label rooms.	**Step IV: 3. PLANNING (14 mins)** **Planning** • Ex. 4: Complete the table – draw your house	1. Complete the table and draw the house.
Activity 4: Presentations (Ex. 5) 1. Each group presents: "Our house is big. It's got 20 bedrooms! It's black and brown!" Classmates ask one question and say if they like it.	**Step V: 4. REPORT (11 mins)** **Report** • Ex. 5: Tell your class about your house	1. Present the house and answer questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Language focus 1. Corrects common errors from presentations (There have → There are). **Closing & Homework (3 mins)** 2. Homework: Write about your real house (6 sentences): rooms, yard, colour and where you eat and sleep. 3. Reminder: "Read the Unit 23 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (4 mins)** **Language Focus** • There is / There are / It's got • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct errors. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 142–143):

• Ex. 2: match Veasna (big house, Phnom Penh) and Vutha (small house, Kampong Cham) to their photos.

• Ex. 3: Yes, he is. 1. No, he doesn't. 2. Yes, there is. 3. Yes, he does. 4. No, it isn't. 5. No, he doesn't.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 23:** My cool house
Lesson C: The coolest room ever!	**Pages:** 144–145 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 23. Students talk about their favourite room, listen to Sophal, Bopha and Dara, then carry out a group survey 'Favourite rooms in our homes', write results and present them as a coloured chart.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to survey favourite rooms and present results in sentences and a chart. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 23, Lesson C, pp. 144–145), Teacher's Guide Book and notebook.
- Audio tracks (T.8.23.4), speaker/phone, whiteboard, markers, coloured pencils, rulers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a model, then complete a survey-and-chart mini-project.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use house vocabulary with *like* + *-ing* and *In my group, … people like…*
- **Skill:** Listen for detail, survey classmates and present data in a chart.
- **Attitude:** Cooperate in groups and respect others' preferences.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Teams write as many house words as possible in 2 minutes. 2. Driving question: "Which room is the most popular in our group's homes?"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: New words race *Which room is the most popular?*	1. Write house words. 2. Hear the project question.
Activity 2: Speaking (Ex. 1) 1. Pairs say their favourite room and why. **Activity 3: Listening (Ex. 2–3)** 2. Plays T.8.23.4; students write the names, then complete the sentences (1)–(5).	**Step III: 2. PLAN (14 mins)** **Plan (model)** • Ex. 1: Your favourite room • Ex. 2–3: Listen – write names and complete (T.8.23.4)	1. Talk about favourite rooms. 2. Listen and complete.
Activity 4: Survey (Ex. 4) 1. Students ask 4 friends "Do you like the living room?" and tick the table.	**Step IV: 3. CREATE (7 mins)** **Create (survey)** • Ex. 4: Ask your friends	1. Survey friends.
Activity 5: Results & chart (Ex. 5–6) 1. Students write result sentences and draw a coloured bar chart. Groups present: "In my group, 3 people like the kitchen."	**Step V: 4. PRESENT (15 mins)** **Create & Present** • Ex. 5: How many people? • Ex. 6: Make a chart	1. Write results and draw a chart. 2. Present results.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Asks which room is the class favourite. Students tick the Unit 23 checklist. **Closing & Homework (3 mins)** 2. Homework: Ask 5 family members their favourite room and why; write the results. 3. Reminder: "Read the Unit 23 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(5 mins)** **Reflect & Assess** • Unit 23 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 144–145):

• Ex. 2–3: (1) eating (2) playing football (3) doing homework (4) singing (5) dancing – match each speaker (Sophal, Bopha, Dara) as in T.8.23.4.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 24:** Cool places in my town
Lesson A: Where is it?	**Pages:** 146–147 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name places in town (*an Internet café, a cinema, a hospital, a bus station, a restaurant*), find out the characters' favourite places and use prepositions *behind, in front of, between, opposite, next to*.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk about places in town and say where they are. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 24, Lesson A, pp. 146–147), Teacher's Guide Book and notebook.
- Audio tracks (T.8.24.1, T.8.24.2), speaker/phone, whiteboard, markers, a simple town map on the board.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to the characters' favourites, explore prepositions with Avorng and a tree, then play a guessing game about their own favourite place.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name places in town and use *behind, in front of, between, opposite, next to*.
- **Skill:** Listen for reasons, check sentences against a map and describe a place for a partner to guess.
- **Attitude:** Know and value useful places in their community.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Change the letters 1. Changes one letter at a time (cat → hat → hot) as a word game. **Activity 2: New words (Ex. 1)** 2. Students match places to pictures; plays T.8.24.1 to repeat.	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Change the letters • Ex. 1: Do you have these in your town? (T.8.24.1)	1. Play the word game. 2. Match and repeat places.
Activity 3: Listening (Ex. 2–3) 1. Students guess Dara's favourite place; plays T.8.24.2. Then students complete the table (place and why). **Activity 4: Speaking (Ex. 4)** 2. Pairs tell their favourite place and why.	**Step III: 2. EXPLORE (12 mins)** **Explore** • Ex. 2: Dara's favourite place (T.8.24.2) • Ex. 3: Complete the table • Ex. 4: Tell your partner	1. Guess, listen and complete the table. 2. Talk about favourite places.
Activity 5: Grammar (Ex. 5) 1. Uses the board map to show the prepositions. Students tick/cross sentences 1–6 and write correct sentences. *CCQ: "Between – one thing or two things?" (Two) "Opposite – same side of the road?" (No)*	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 5: behind / in front of / between / opposite	1. Tick/cross and correct sentences.
Activity 6: Guessing game (Ex. 6) 1. Students describe the location of their favourite place; partner guesses "Is it a school?"	**Step V: 4. ELABORATE (12 mins)** **Elaborate** • Ex. 6: Where is your favourite place? Guess	1. Describe and guess places.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Asks questions about the board map (Where is the hospital?); students answer with prepositions. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about places near your house using behind, opposite, between, next to. 3. Reminder: "Read the Unit 24 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(7 mins)** **Evaluate** • Map questions • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer with prepositions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 146–147):

- Ex. 1: 1. an Internet café (b) 2. a cinema (a) 3. a hospital (c) 4. a bus station (e) 5. a restaurant (d)
- Ex. 3: Linda – the cinema (likes watching movies); Avorng – the park (likes flying and meeting friends); Sophal – the Internet café (homework on the computer, chatting); Dara – the restaurant (likes eating)
- Ex. 5: tick/cross according to the map and correct the false sentences.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 24:** Cool places in my town
Lesson B: Favourite places in my town	**Pages:** 148–149 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about Sophal's town, Kompong Som, place buildings on a map, and then create, label and present a map of their own town with sentences using prepositions of place.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to draw, label and describe a map of their own town. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 24, Lesson B, pp. 148–149), Teacher's Guide Book and notebook.
- Whiteboard, markers, A4/A3 paper, coloured pencils, rulers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text and complete a map, then make their own town map as a mini-project and present it.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use places in town and prepositions (*next to, behind, opposite, in front of, near*) and *There are…*
- **Skill:** Read for detail, transfer information to a map and write and present a description of their town.
- **Attitude:** Be proud of their hometown and know its important places.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Places words erased one by one; students recall them. 2. Driving question: "What is special about our town? Let's make a map!"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Disappearing elephant *Driving question: What is special about our town?*	1. Recall the words. 2. Hear the project question.
Activity 2: Reading (Ex. 1–3) 1. Students recall the town picture, read quickly and compare with their own town, then read again and label the map (park, police station, football field, bus station, Internet café).	**Step III: 2. PLAN (12 mins)** **Plan (model)** • Ex. 1: What can you remember? • Ex. 2: Read – same or different? • Ex. 3: Write the places on the map	1. Read and compare. 2. Label the map.
Activity 3: Town map (Ex. 4) 1. Students draw a map of their town or village with 6–8 places and write sentences: "This is my town. There are 3 Internet cafés. The school is opposite the market."	**Step IV: 3. CREATE (17 mins)** **Create** • Ex. 4: Draw a map of your town – write sentences	1. Draw and label a town map. 2. Write sentences.
Activity 4: Presentation (Ex. 5) 1. Students present maps to a partner, then two volunteers to the class.	**Step V: 4. PRESENT (7 mins)** **Present** • Ex. 5: Tell your partner – does he/she like it?	1. Present the map.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Reflection 1. Partners give one star (good) and one wish (improve). **Closing & Homework (3 mins)** 2. Homework: Finish your town map and add 4 more sentences about your favourite places. 3. Reminder: "Read the Unit 24 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(5 mins)** **Reflect & Assess** • Peer feedback • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Give and receive feedback. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 148–149):

• Ex. 3: 1. Park 2. Police station 3. Football field (behind the school) 4. Bus station 5. Internet Café (in front of the bus station)

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 8: There's no country like my country	**Unit 24:** Cool places in my town
Lesson C: Turn left, turn right	**Pages:** 150–151 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 24. Students learn directions (*turn left, turn right, go straight on*), follow the teacher's directions, find Avorng's house by listening, ask for and give directions in an information-gap task (A p. 234 / B p. 239) and draw a map for a partner.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to ask for and give simple directions fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 8, Unit 24, Lesson C, pp. 150–151), Teacher's Guide Book and notebook.
- Audio tracks (T.8.24.3, T.8.24.4), speaker/phone, whiteboard, markers, a simple map on the board.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn and act out directions, listen to a model, then complete a real direction-giving task in pairs.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *turn left, turn right, go straight on* and *Excuse me. Can you show me the way to…?*
- **Skill:** Follow and give spoken directions using a map.
- **Attitude:** Be polite and helpful when people ask for directions.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & new words 1. Quick 'Beginning letter' game with places. Students match turn left, turn right, go straight on to photos; plays T.8.24.3.	**Step II: 1. PRE-TASK (7 mins)** **Pre-task** • Warmer: Beginning letter • Ex. 1: Direction words (T.8.24.3)	1. Play and match direction words.
Activity 2: Act it out (Ex. 2) 1. Students stand and follow directions (Turn left! Go straight on!). **Activity 3: Listening (Ex. 3)** 2. Plays T.8.24.4; students follow the route on the map with a finger to find Avorng's house.	**Step III: 2. TASK (12 mins)** **Task (model)** • Ex. 2: Follow the teacher's directions • Ex. 3: Find Avorng's house (T.8.24.4)	1. Follow directions physically. 2. Listen and find the house.
Activity 4: Prepare 1. Models: "Excuse me. Can you show me the way to Amok restaurant? – OK. Can you see start? Then turn left…"	**Step IV: 3. PLANNING (8 mins)** **Planning** • Ex. 4: A p. 234 / B p. 239 – prepare questions	1. Practise the model.
Activity 5: Information gap (Ex. 4) 1. Pairs ask and give directions to find places on their maps. **Activity 6: Map task (Ex. 5–6)** 2. Students draw a simple map from school to their house; partner gives directions from the map. Are they correct?	**Step V: 4. REPORT (10 mins)** **Report** • Ex. 4: Find the places • Ex. 5–6: Draw a map of your house area – partner reads it	1. Ask and give directions. 2. Draw a map and check directions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Reviews polite forms (Excuse me… Can you show me the way…? Thank you!). Students tick the Unit 24 checklist. **Closing & Homework (3 mins)** 2. Homework: Write directions from your school to your house or to the market. 3. Reminder: "Read the Unit 24 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (11 mins)** **Language Focus** • Polite questions • Unit 24 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Practise polite forms. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 150–151):

• Ex. 1: 1. turn left (c) 2. turn right (b) 3. go straight on (a)

• Ex. 3: follow the directions in T.8.24.4 to find Avorng's house.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 25:** Do I have to?
Lesson A: It's not fair	**Pages:** 152–153 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about obligations with *have to / don't have to / Do I have to…?* through Tom's story about school life in Cambodia and England, a house-jobs rap and a list of jobs they have to do at home (*tidy your room, feed the dog, wash the clothes, sweep the floor, do the gardening…*).

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk about things they have to and don't have to do at home and at school. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 25, Lesson A, pp. 152–153), Teacher's Guide Book and notebook.
- Audio tracks (T.9.25.1, T.9.25.2), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to Tom, answer personal questions, learn a rap and compare their home jobs with friends.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *have to / has to / don't have to / Do you have to…?* and house-job phrases.
- **Skill:** Listen for true/false details, ask and answer about obligations and perform a rap.
- **Attitude:** Accept responsibilities at home and school and help their families.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Prediction (Ex. 1) 1. Shows sad Tom: "Why do you think Tom feels sad?" Students guess; plays T.9.25.1. Teaches 'It's not fair!'	**Step II: 1. ENGAGE (7 mins)** **Engage** • Ex. 1: Why does Tom feel sad? (T.9.25.1) • Cool kids say: It's not fair!	1. Guess and listen.
Activity 2: Listening for details (Ex. 2) 1. Plays T.9.25.1 again; students tick/cross sentences 1–9 and compare.	**Step III: 2. EXPLORE (8 mins)** **Explore** • Ex. 2: True or false? (T.9.25.1)	1. Tick/cross sentences and compare.
Activity 3: Grammar (Ex. 3) 1. Writes: *Tom has to wear shorts. He doesn't have to walk. Do you have to…? Yes, I do. / No, I don't.* Pairs ask the 7 questions. *CCQ: "'I have to' – is it my choice?" (No) "'I don't have to' – is it necessary?" (No)* **Activity 4: Discussion (Ex. 4)** 2. Groups discuss: where do you get in more trouble – home or school?	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 3: What do you have to do? • have to / don't have to • Ex. 4: Home or school – more trouble?	1. Ask and answer the questions. 2. Discuss in groups.
Activity 5: Rap (Ex. 5) 1. Plays T.9.25.2; half the class is Mum, half is Kid. Then groups make a new verse with another job. **Activity 6: Jobs list (Ex. 6–7)** 2. Students list jobs they have to do at home, then compare with friends: "Do you have to make your bed?"	**Step V: 4. ELABORATE (17 mins)** **Elaborate** • Ex. 5: House Jobs Rap (T.9.25.2) • Ex. 6: List jobs you have to do • Ex. 7: Same or different?	1. Perform the rap and make a new verse. 2. List jobs and compare with friends.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Students write 2 things they have to do and 1 thing they don't have to do at home. Volunteers read. **Closing & Homework (3 mins)** 2. Homework: Write 8 sentences about jobs you and your family members have to / don't have to do. 3. Reminder: "Read the Unit 25 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (6 mins)** **Evaluate** • Exit: 2 have to / 1 don't have to • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write and read 3 sentences. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 152–153):

- Ex. 1: Tom is sad because life in England is different – he has to do things he doesn't like (check T.9.25.1).
- Ex. 2: tick/cross 1–9 according to T.9.25.1.
- Ex. 3: students' own answers (Yes, I do. / No, I don't.)

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 25:** Do I have to?
Lesson B: Crazy schools	**Pages:** 154–155 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about Lucy's summer school in America and Thida's silly 'hand walking school', list what they have to and don't have to do at their own school, and then design, write and present their own dream school.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to design and describe a dream school with have to / don't have to. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 25, Lesson B, pp. 154–155), Teacher's Guide Book and notebook.
- Audio tracks (T.9.25.3), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read two models and then complete a creative mini-project: planning, writing, drawing and sharing a dream school.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *have to / don't have to* with school rules and routines.
- **Skill:** Read for detail, take notes, write a description and answer questions about it.
- **Attitude:** Be creative, respect school rules and share ideas confidently.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. After 'Sok says', shows the summer school picture: "What do students learn at this school?" Introduces the project: design a dream school.	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Sok says • Ex. 1: What do students learn here? *What is your dream school?*	1. Guess what students learn. 2. Hear the project task.
Activity 2: Reading (Ex. 2–3) 1. Plays T.9.25.3: "Do you want to go to this school?" Students answer questions 1–9. **Activity 3: Personalisation (Ex. 4)** 2. Students list 3 things they have to and 3 they don't have to do at their school.	**Step III: 2. PLAN (13 mins)** **Plan (models)** • Ex. 2: Lucy's school (T.9.25.3) • Ex. 3: Answer the questions • Ex. 4: We have to / We don't have to	1. Read, listen and answer. 2. Write two lists.
Activity 4: Model & notes (Ex. 5–6) 1. Pairs answer the 5 questions about Thida's school, then make notes for their own dream school (what, start/finish time, wear, have to do).	**Step IV: 3. CREATE (8 mins)** **Plan (notes)** • Ex. 5: Thida's silly school • Ex. 6: Notes for your dream school	1. Answer questions. 2. Make notes.
Activity 5: Writing (Ex. 7) 1. Students write a paragraph and draw a picture of their dream school.	**Step V: 4. PRESENT (10 mins)** **Create** • Ex. 7: Write about your dream school – draw	1. Write and draw.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Share (Ex. 8) 1. Partners swap and ask: "Do I have to do homework? – No, you don't." Class votes for the most creative school. **Closing & Homework (3 mins)** 2. Homework: Make a poster of your dream school with 6 rules (You have to… / You don't have to…). 3. Reminder: "Read the Unit 25 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(10 mins)** **Present & Reflect** • Ex. 8: Swap schools – ask questions • Vote for the best dream school • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Ask and answer about dream schools. 2. Vote. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 154–155):

• Ex. 3: 1. Lucy 2. America 3. Summer camp/school 4. No 5. A birthday present 6. A big breakfast 7. No – after lunch 8. A swimming costume 9. Dinner

• Ex. 5: 1. Hand walking 2. 10 o'clock 3. 12 o'clock 4. Shoes on their hands 5. Walk on their hands

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 25:** Do I have to?
Lesson C: It's a big job	**Pages:** 156–157 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 25. Students listen to Sophal tricking Dara about a new pet-care job, brainstorm what people have to do in different jobs, play a job-guessing game and role-play a job interview.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to ask and answer questions about what people have to do in jobs and role-play an interview fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 25, Lesson C, pp. 156–157), Teacher's Guide Book and notebook.
- Audio tracks (T.9.25.4, T.9.25.5), speaker/phone, whiteboard, markers, job picture cards.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a funny model, brainstorm, then complete a guessing task and an interview role-play.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *Do I have to…? Yes, you do. / No, you don't.* and job vocabulary.
- **Skill:** Listen for true/false details, ask questions to guess a job and interview a partner.
- **Attitude:** Respect all jobs and understand that every job has responsibilities.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Teams list as many jobs as possible in 2 minutes.	**Step II: 1. PRE-TASK (5 mins)** **Pre-task** • Warmer: How many jobs can you name?	1. List jobs in teams.
Activity 2: Listening (Ex. 1–2) 1. Students guess what Dara has to do; plays T.9.25.4; they tick/cross sentences 1–9 (it was all a trick!).	**Step III: 2. TASK (12 mins)** **Task (model)** • Ex. 1: Dara's new job (T.9.25.4) • Ex. 2: True or false?	1. Guess and listen. 2. Tick/cross the sentences.
Activity 3: Brainstorm (Ex. 3) 1. Groups say what an English teacher, football player, ghost, baby… has to do. **Activity 4: Guessing game (Ex. 4)** 2. A chooses a job; B asks "Do I have to cry? Do I have to walk?" to guess.	**Step IV: 3. PLANNING (12 mins)** **Planning** • Ex. 3: What do you have to do in these jobs? • Ex. 4: Guess the job – Game!	1. Brainstorm duties. 2. Play the guessing game.
Activity 5: Model interview (Ex. 5–6) 1. Students guess the job for the 4 questions; plays T.9.25.5: can this person do the job? **Activity 6: Role-play (Ex. 7)** 2. Students choose a job, write 4 questions and interview a partner: Can he/she do the job?	**Step V: 4. REPORT (10 mins)** **Report** • Ex. 5: What job are these questions for? • Ex. 6: Interview (T.9.25.5) • Ex. 7: Right for the job?	1. Guess and listen. 2. Write questions and interview a partner.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Corrects common mistakes (He have to → He has to). Students tick the Unit 25 checklist. **Closing & Homework (3 mins)** 2. Homework: Write about a job you want in the future and 5 things you have to do in it. 3. Reminder: "Read the Unit 25 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (9 mins)** **Language Focus** • have to vs has to • Unit 25 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct mistakes. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 156–157):

- Ex. 2: tick/cross as heard in T.9.25.4 – item 9: it was all a trick (✓).
- Ex. 5: questions for a job such as an English teacher (check with T.9.25.5).
- Ex. 6: Yes, they can (the person can do the job).

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 26:** New babies
Lesson A: Baby bird	**Pages:** 158–159 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about what people do with third-person verbs (*speaks, plays, brushes, works, drives, teaches, walks, listens, dances, lives*) and to pronounce the final -s correctly as /s/, /z/ or /ɪz/. Avorng's new baby Arunny is the context.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to use third-person present simple verbs with correct -s pronunciation. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 26, Lesson A, pp. 158–159), Teacher's Guide Book and notebook.
- Audio tracks (T.9.26.1, T.9.26.2, T.9.26.3), speaker/phone, whiteboard, markers, 3 small papers per student (/s/, /z/, /ɪz/).

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to opinions about baby Arunny, practise -s sounds with a Snap game and use them to talk about people they know.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Pronounce third-person -s endings /s/, /z/, /ɪz/ and use *He/She + verb-s*.
- **Skill:** Listen for who thinks what, distinguish end sounds and describe people they know.
- **Attitude:** Value babies and family members and speak kindly about others.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Review verbs 1. Mimes verbs (sing, drive, dance); students say them. **Activity 2: Lead-in (Ex. 1)** 2. Students guess who they are; plays T.9.26.1 (Avorng and his new baby).	**Step II: 1. WARM-UP & LEAD-IN (8 mins)** **Warm-up & Lead-in** • Review verbs (mime) • Ex. 1: Who are they? (T.9.26.1) • Cool kids say: Wow!	1. Say the verbs. 2. Guess and listen.
Activity 3: Listening (Ex. 2) 1. Plays T.9.26.1 again; students match opinions 1–8 to Avorng, Dara or Linda. **Activity 4: Discussion (Ex. 3)** 2. Groups share what babies do: "A baby cries. It drinks milk." Highlights the -s.	**Step III: 2. PRESENTATION (12 mins)** **Presentation** • Ex. 2: Avorng, Dara or Linda? • Ex. 3: What do you know about babies?	1. Match opinions to people. 2. Share ideas about babies.
Activity 5: Pronunciation (Ex. 4) 1. Plays T.9.26.2; students repeat /s/ speaks, /z/ plays, /ɪz/ brushes. **Activity 6: Snap game (Ex. 5)** 2. Students hold up /s/, /z/ or /ɪz/ papers when they hear T.9.26.3 words. First correct snap wins a point.	**Step IV: 3. CONTROLLED PRACTICE (10 mins)** **Controlled Practice** • Ex. 4: Sssssay it! (T.9.26.2) • Ex. 5: Snap! (T.9.26.3)	1. Repeat the sounds. 2. Play Snap.
Activity 7: Freer practice (Ex. 6) 1. Students ask each other the 10 questions and report: "My mum sings in the shower! Bona plays the guitar." Monitors pronunciation.	**Step V: 4. PRODUCTION (14 mins)** **Production** • Ex. 6: Do you know anyone who…?	1. Ask and report with correct -s sounds.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Says 5 verbs; students say the sound group. **Closing & Homework (3 mins)** 2. Homework: Write 8 sentences about people you know (He drives… She teaches…) and mark the -s sound. 3. Reminder: "Read the Unit 26 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING** **(4 mins)** **Evaluation** • Sound check • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Identify the end sounds. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 158–159):

- Ex. 1: Avorng and his new baby (Arunny).
- Ex. 2: 1. Avorng 2. Avorng 3. Avorng 4. Avorng 5. Dara 6. Linda 7. Dara 8. Linda
- Ex. 4: /s/ speaks, works, walks | /z/ plays, drives, listens, lives | /ɪz/ brushes, teaches, dances

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 26:** New babies
Lesson B: My weird family	**Pages:** 160–161 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read Tom's text about his 'weird' family, match family members with what they do, role-play an interview with Tom, and then take notes, talk and write about their own family using adjectives (*weird, cool, good-looking, happy, hungry, nice, magic*).

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to describe their family with adjectives and examples of what they do fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 26, Lesson B, pp. 160–161), Teacher's Guide Book and notebook.
- Audio tracks (T.9.26.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text, role-play Tom, then complete a speaking and writing task about their own family.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use family adjectives and the present simple to give examples (*My dad plays the guitar.*).
- **Skill:** Read for detail, interview in role, make notes and write a paragraph.
- **Attitude:** Love their family, including its funny or 'weird' sides, and respect other families.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Quick spelling of Unit 25–26 words. **Activity 2: Lead-in (Ex. 1)** 2. Students guess who the people in the picture are (Tom, Linda, baby sister, the dog).	**Step II: 1. PRE-TASK (8 mins)** **Pre-task** • Warmer: review new words • Ex. 1: Who are they?	1. Spell words. 2. Guess the people.
Activity 3: Read & listen (Ex. 2) 1. Plays T.9.26.4: "Can you see all Tom's family? How do you know?" **Activity 4: Details (Ex. 3)** 2. Students match halves 1–6 with a–f and write the sentences.	**Step III: 2. TASK (13 mins)** **Task (reading)** • Ex. 2: Read & listen (T.9.26.4) • Ex. 3: Match the sentence halves	1. Read and find the family. 2. Match and write sentences.
Activity 5: Role-play (Ex. 4) 1. Pairs: A is Tom, B asks the questions. **Activity 6: Notes (Ex. 5)** 2. Students choose an adjective for their family and note examples.	**Step IV: 3. PLANNING (10 mins)** **Planning** • Ex. 4: Role-play – interview Tom • Ex. 5: Notes about your family	1. Role-play the interview. 2. Make notes.
Activity 7: Speaking & writing (Ex. 6–8) 1. Students tell friends about their family, then write a paragraph and read it to the group: "Do you want to be in their family?"	**Step V: 4. REPORT (12 mins)** **Report** • Ex. 6: Tell your friends • Ex. 7: Write about your family • Ex. 8: Read to your group	1. Talk, write and share.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Language focus 1. Shows how to support an adjective with an example (My family is nice. We always help our neighbours.). **Closing & Homework (3 mins)** 2. Homework: Write a neat final copy about your family and draw a family picture. 3. Reminder: "Read the Unit 26 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (5 mins)** **Language Focus** • Adjective + example sentences • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Add examples to their writing. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 160–161):

• Ex. 3: 1–e (Tom likes hanging out with Linda) 2–c (Tom's dad plays the guitar) 3–b (Tom's baby sister wears nappies) 4–d (Tom's big brother thinks he's cool) 5–a (Tom's mum thinks she can cook Cambodian food) 6–f (Tom's dog is smart)

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 26:** New babies
Lesson C: I hate them!	**Pages:** 162–163 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 26. Students listen to find out what Tom thinks about his grumpy brother, remember the things he hates, learn 'The Grumpy Song', and make and share their own 'hate list' with reasons (*I hate horses because they are scary.*).

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to say what they don't like or hate and give reasons with because. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 26, Lesson C, pp. 162–163), Teacher's Guide Book and notebook.
- Audio tracks (T.9.26.5, T.9.26.6), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a funny character, sing a song, then personalise the language in a list and group discussion.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *I don't like / I hate + plural noun / -ing* and *because*; general vs specific (*I hate horses / I hate that horse*).
- **Skill:** Listen for gist and detail, perform a song and discuss likes and dislikes with reasons.
- **Attitude:** Express negative feelings politely and respect others' opinions.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Students say one nice thing about a classmate (What I like about you is…). 2. Shows Tom's brother: "What does Tom think about him?"	**Step II: 1. ENGAGE (6 mins)** **Engage** • Warmer: What I like about you is… • Ex. 1: What does Tom think about his brother?	1. Say kind sentences. 2. Guess.
Activity 2: Listening (Ex. 2–3) 1. Plays T.9.26.5; students choose a–d (he hates everything), then circle the things he hates.	**Step III: 2. EXPLORE (12 mins)** **Explore** • Ex. 2: Complete the sentence (T.9.26.5) • Ex. 3: Things he hates	1. Listen and choose. 2. Circle the things.
Activity 3: Song (Ex. 4) 1. Plays T.9.26.6; class sings with grumpy faces. 2. Explains: *I hate that horse* (one horse) / *I hate horses* (all horses). *CCQ: "'I don't like dogs' – one dog or all dogs?" (All dogs)*	**Step IV: 3. EXPLAIN (10 mins)** **Explain** • Ex. 4: The Grumpy Song (T.9.26.6) • Remember: I hate that horse / I hate horses	1. Sing the song. 2. Understand general vs specific.
Activity 4: Personalisation (Ex. 5) 1. Students write 5 things they don't like/hate. **Activity 5: Discussion (Ex. 6)** 2. Groups share: "I hate horses. – Me too! Why? – Because they are scary!" Class votes on the most common 'hate'.	**Step V: 4. ELABORATE (14 mins)** **Elaborate** • Ex. 5: My hate list • Ex. 6: Tell your friends – Why?	1. Write a hate list. 2. Discuss with reasons and vote.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Assessment 1. Volunteers give one sentence with because. Students tick the Unit 26 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 5 things you love and 5 things you hate with reasons (because…). 3. Reminder: "Read the Unit 26 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (6 mins)** **Evaluate** • Unit 26 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say sentences. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 162–163):

- Ex. 2: b. Tom thinks his brother hates everything.
- Ex. 3: circle the things he hates as heard in T.9.26.5.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 27:** Yummy!
Lesson A: What have you got for lunch today?	**Pages:** 164–165 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to name food and drinks (*an egg, some rice, some noodles, a coconut, an apple, some milk, some meat, some water, some onions, a tomato, some vegetables, some fish*), listen to what the characters have for lunch and understand countable and uncountable nouns with *a/an/some*.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to talk about food using a/an/some with countable and uncountable nouns. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 27, Lesson A, pp. 164–165), Teacher's Guide Book and notebook.
- Audio tracks (T.9.27.1, T.9.27.2), speaker/phone, whiteboard, markers, real or picture food items.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students learn food words, listen to a model, sort nouns into countable/uncountable and use them in a shopkeeper role-play.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Name 12 foods/drinks and use *a/an* (countable, one), *some* (plural or uncountable).
- **Skill:** Listen for true/false details, classify nouns and buy/sell food in a role-play.
- **Attitude:** Choose healthy food and appreciate Cambodian dishes.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Buzz 1. Counting game to review numbers 1–20. **Activity 2: Lead-in (Ex. 1)** 2. Students name the foods and drinks they know.	**Step II: 1. WARM-UP & LEAD-IN (7 mins)** **Warm-up & Lead-in** • Game: Buzz (numbers) • Ex. 1: Do you know these foods?	1. Play Buzz. 2. Name foods.
Activity 3: New words (Ex. 2) 1. Students match 1–12 to pictures; plays T.9.27.1. **Activity 4: Listening (Ex. 3–5)** 2. Students name the foods in the lunches and match people; plays T.9.27.2. Then tick/cross 1–9.	**Step III: 2. PRESENTATION (14 mins)** **Presentation** • Ex. 2: Match words (T.9.27.1) • Ex. 3–4: Whose lunch? (T.9.27.2) • Ex. 5: True or false?	1. Match and repeat. 2. Match lunches and decide true/false.
Activity 5: Grammar 1. Shows: *an apple, some apples, some rice* (not 'a rice' or 'rices'). *CCQ: "Can we count rice grains easily?" (No) "An egg or some egg?" (An egg)* **Activity 6: Sorting (Ex. 6)** 2. Students write the foods in the correct column.	**Step IV: 3. CONTROLLED PRACTICE (9 mins)** **Controlled Practice** • Remember: 4 apples / an apple / some rice • Ex. 6: Can count / Can't count	1. Repeat examples. 2. Sort the foods.
Activity 7: Role-play (Ex. 7) 1. A is the shopkeeper, B is the customer: "Can I have some rice and an egg, please?" Swap roles.	**Step V: 4. PRODUCTION (12 mins)** **Production** • Ex. 7: Play shopkeepers (A p. 234 / B p. 239)	1. Role-play buying and selling food.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Says food words; students say a, an or some. **Closing & Homework (3 mins)** 2. Homework: Write what you have for breakfast, lunch and dinner today using a, an and some. 3. Reminder: "Read the Unit 27 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING (6 mins)** **Evaluation** • a, an or some? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer quickly. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 164–165):

- Ex. 2: a2, b1, c9, d5, e6, f11, g3, h10, i8, j4, k7, l12
- Ex. 4: match Sophal, Dara, Linda and Bopha to their lunches (T.9.27.2); Ex. 5: tick/cross as heard.
- Ex. 6: Can count – an egg, a tomato, an onion, an orange, a coconut, an apple, some noodles | Can't count – some fish, some vegetables, some fruit, some water, some meat, some milk, some rice

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PPP stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 27:** Yummy!
Lesson B: Have a picnic	**Pages:** 166–167 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to solve the 'picnic puzzle': read about what everyone brought and what each person doesn't eat, then work out what everyone can have. Students then discover the rules for *it / them* with countable and uncountable food in 'The Yummy Yum Rap'.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can use information from a text to solve a puzzle and use it/them with food. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 27, Lesson B, pp. 166–167), Teacher's Guide Book and notebook.
- Audio tracks (T.9.27.3, T.9.27.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate who can eat what by finding evidence in the text, then discover pronoun rules from a rap.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use food words with *it* (one thing / uncountable) and *them* (more than one).
- **Skill:** Read for detail, reason logically, and complete and write rap lines.
- **Attitude:** Respect people's food choices and share food fairly.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1–2) 1. Students say what the characters are doing (having a picnic) and find sweets, corn, fried rice, water. 2. Asks: "Everyone has food they don't eat. What can each person have?"	**Step II: 1. ASK (6 mins)** **Ask** • Ex. 1: What are they doing? • Ex. 2: Find these things *Puzzle: What can everyone eat?*	1. Describe the picture and find items.
Activity 2: Read & listen (Ex. 3) 1. Plays T.9.27.3; students tick the things at the picnic. **Activity 3: Puzzle (Ex. 4)** 2. Pairs underline what each person doesn't eat and list what they can have. Check answers with evidence.	**Step III: 2. INVESTIGATE (15 mins)** **Investigate** • Ex. 3: What's at the picnic? (T.9.27.3) • Ex. 4: What can everyone have?	1. Tick the food. 2. Solve the puzzle with evidence.
Activity 4: Personalisation (Ex. 5) 1. Pairs say which picnic foods they like, don't like and love most.	**Step IV: 3. CREATE (6 mins)** **Create** • Ex. 5: Imagine you are at the picnic	1. Talk about picnic food.
Activity 5: Rap (Ex. 6) 1. Plays T.9.27.4; class raps. **Activity 6: Discover the rules (Ex. 7–8)** 2. Students decide true/false for rules 1–5 about it/them, then complete the missing words. **Activity 7: Writing (Ex. 9)** 3. Groups write new rap lines and perform them.	**Step V: 4. DISCUSS (13 mins)** **Discuss** • Ex. 6: Yummy Yum Rap (T.9.27.4) • Ex. 7: Rap rules – true or false? • Ex. 8–9: Complete and write more lines	1. Rap together. 2. Decide the rules and complete lines. 3. Write and perform new lines.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Reflection 1. Asks: "Which clues helped? Why do people not eat some foods?" Quick check: "some milk – drink it or them?" (it) **Closing & Homework (3 mins)** 2. Homework: Write 4 new lines for The Yummy Yum Rap with Cambodian food (it/them). 3. Reminder: "Read the Unit 27 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (8 mins)** **Reflect** • How did we solve the puzzle? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Reflect and answer. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 166–167):

- Ex. 1: They are having a picnic.
- Ex. 4: Dara – eggs, fried rice, apples, oranges, noodles, sweets, corn, water | Linda – eggs, fried rice, apples, oranges, corn, water | Avorng – apples, oranges, noodles, corn, water | Sophal – eggs, apples, oranges, noodles, sweets, corn, water | Bopha – fried rice, apples, sweets, water | Tom – eggs, apples, oranges, noodles, corn, water
- Ex. 7: 1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓
- Ex. 8: 1. them 2. them 3. it 4. it

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 9: Why does everything have to change?	**Unit 27:** Yummy!
Lesson C: Stop playing with your food!	**Pages:** 168–169 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 27. Students read about three food festivals – La Tomatina (Spain), the Ivrea Orange Festival (Italy) and the Chinchilla Melon Festival (Australia) – answer questions, read a model 'Weird Noodle Hair Festival' and create their own funny food festival.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to create and describe their own food festival. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 9, Unit 27, Lesson C, pp. 168–169), Teacher's Guide Book and notebook.
- Audio tracks (T.9.27.5), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read three real festival texts and a model, then plan and write their own festival as a creative mini-project.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use food vocabulary, present simple and question words to describe a festival (where, when, what, how old).
- **Skill:** Read for detail, answer questions and plan and write a festival description.
- **Attitude:** Enjoy cultural differences and avoid wasting food in real life.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Students describe the photos. Introduces the project: invent a funny food festival.	**Step II: 1. LAUNCH (Driving Question) (6 mins)** **Launch** • Ex. 1: What are the people doing? *Driving question: Can you invent a cool food festival?*	1. Describe the photos. 2. Hear the project.
Activity 2: Reading (Ex. 2–3) 1. Plays T.9.27.5; students match festivals to photos, then answer questions 1–9.	**Step III: 2. PLAN (15 mins)** **Plan (research)** • Ex. 2: Match festivals to photos (T.9.27.5) • Ex. 3: Answer the questions	1. Match and answer questions.
Activity 3: Model (Ex. 4) 1. Students read the model and answer the 7 planning questions about it.	**Step IV: 3. CREATE (7 mins)** **Plan (model)** • Ex. 4: The Weird Noodle Hair Festival	1. Read and answer the model questions.
Activity 4: Create (Ex. 5–6) 1. Groups plan their festival with the same 7 questions, write a description and draw a poster. Each group presents it in 1 minute.	**Step V: 4. PRESENT (15 mins)** **Create & Present** • Ex. 5: Make your own festival – notes • Ex. 6: Write about the festival	1. Plan, write and draw. 2. Present the festival.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Reflection 1. Class votes for the funniest festival. Students tick the Unit 27 checklist. **Closing & Homework (3 mins)** 2. Homework: Write a neat copy of your festival description (8 sentences) with a picture. 3. Reminder: "Read the Unit 27 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(5 mins)** **Reflect & Assess** • Vote: the coolest festival • Unit 27 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Vote and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 168–169):

- Ex. 2: La Tomatina – A; Chinchilla Melon Festival – B; Ivrea Orange Festival – C
- Ex. 3: 1. Yes, they do. 2. In Chinchilla 3. La Tomatina 4. Ivrea 5. The Ivrea Orange Festival 6. The Ivrea Orange Festival (more than 800 years old) 7. No, there isn't. 8. On your feet. 9. Students' own answers.
- Ex. 4: Hue, Vietnam; The Weird Noodle Hair Festival; 11th August; noodles; noodle hair competitions; put noodles on your head; the best haircut wins more noodles; 10 years old

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 28:** The swinging 60s
Lesson A: I was young once	**Pages:** 170–171 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to compare Phnom Penh now and in the 1960s through the memories of Monineath, an old lady, and to use *was / were* for the past and *am / is / are* for the present (*There were lots of fruit trees. There are lots of tall buildings.*).

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to talk about the past and the present using was/were and is/are. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 28, Lesson A, pp. 170–171), Teacher's Guide Book and notebook.
- Audio tracks (T.10.28.1, T.10.28.2), speaker/phone, whiteboard, markers, old and new photos of Phnom Penh (optional).
  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to an old lady's memories, sort sentences into past and present and discover the rule for was/were.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *was/were* (past) and *am/is/are* (present), *there was/there were*.
- **Skill:** Listen for gist, feelings and detail and classify sentences as past or present.
- **Attitude:** Respect older people's memories and value Cambodia's history.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the old lady: "Where is she from? How old is she?" Students guess; plays T.10.28.1 to check.	**Step II: 1. ENGAGE (5 mins)** **Engage** • Lead-in: old photos • Ex. 1: Where is this lady from? (T.10.28.1)	1. Guess and listen.
Activity 2: Listening for details (Ex. 2) 1. Plays T.10.28.1 again; students tick what is in Phnom Penh now. **Activity 3: Prediction (Ex. 3)** 2. Pairs guess what there was in the 1960s. **Activity 4: Listening for feelings (Ex. 4)** 3. Plays T.10.28.2: "How does Monineath feel about the 60s?"	**Step III: 2. EXPLORE (14 mins)** **Explore** • Ex. 2: What is in Phnom Penh now? • Ex. 3: In the 1960s? Talk • Ex. 4: How does she feel? (T.10.28.2)	1. Tick the things now. 2. Predict the past. 3. Listen for her feelings.
Activity 5: Past details (Ex. 5) 1. Plays T.10.28.2 again; students tick what there was then. **Activity 6: Grammar (Ex. 6–7)** 2. Students sort sentences 1–8 into past/present and complete the rule: was/were → past; am/is/are → present. *CCQ: "'There were monkeys' – now or before?" (Before) "I ___ young in 1960." (was)*	**Step IV: 3. EXPLAIN (9 mins)** **Explain** • Ex. 5: What was there then? (T.10.28.2) • Ex. 6: Past or present? • Ex. 7: Complete the rule	1. Tick past details. 2. Sort sentences and complete the rule.
Activity 7: Then and now 1. Pairs write 3 sentences about their town now and 3 about it in the past (There was a small market. Now there is a big market.). 2. Role-play: A is a grandparent remembering the 60s; B asks "Was there a cinema? Were there many cars?"	**Step V: 4. ELABORATE (14 mins)** **Elaborate** • Then and now: our town • Interview a 'grandparent'	1. Write then-and-now sentences. 2. Role-play an interview.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Says subjects (I, they, my grandma…); students say was or were. Exit: 2 sentences about their life when they were 5. **Closing & Homework (3 mins)** 2. Homework: Ask a grandparent or older person about the past and write 5 sentences with was/were. 3. Reminder: "Read the Unit 28 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(6 mins)** **Evaluate** • was or were? quick quiz • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer was/were. 2. Write 2 sentences. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 170–171):

- Ex. 1: She is from Phnom Penh (Cambodia).
- Ex. 2 & 5: tick as heard in T.10.28.1 and T.10.28.2 (now: tall buildings, lots of cars and motorbikes; then: parties and music, cool clothes, fruit trees, cyclos, monkeys, lots of friends).
- Ex. 6: Past – 1, 4, 6, 7, 8 | Present – 2, 3, 5
- Ex. 7: was/were → past; am/is/are → present

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 28:** The swinging 60s
Lesson B: The year is 2062	**Pages:** 172–173 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read Dara's funny speech to his grandchildren in the year 2062, remembering Grade 7. Students answer questions, imagine their own life in 2062, remember Grade 7 as if it were the past and role-play a class reunion with was/were.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to imagine the future and talk about their present as the past using was/were fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 28, Lesson B, pp. 172–173), Teacher's Guide Book and notebook.
- Audio tracks (T.10.28.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a fun model, plan notes about 2062 and Grade 7, then do a reunion role-play task.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *was/were, there was/there were* and present tense *am/is/have* in one text.
- **Skill:** Read for detail, make notes, write about the past and present and role-play a conversation.
- **Attitude:** Value their school years and friendships and dream positively about the future.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in 1. Asks: "What year will it be when you are 50? What will the world look like?"	**Step II: 1. PRE-TASK (5 mins)** **Pre-task** • Lead-in: the year 2062	1. Imagine the future.
Activity 2: Read & listen (Ex. 1–2) 1. Plays T.10.28.3: "Who is he? What year is it?" Students guess Dara's wife and check on p. 235. **Activity 3: Details (Ex. 3)** 2. Students answer questions 1–8; check.	**Step III: 2. TASK (15 mins)** **Task (reading)** • Ex. 1: Who is he? What year? (T.10.28.3) • Ex. 2: Who is Dara's wife? (p. 235) • Ex. 3: Answer the questions	1. Read, listen and check. 2. Answer the questions.
Activity 4: Notes (Ex. 4–5) 1. Students make notes about themselves in 2062 (name, age, rich?, children, cars) and about Grade 7 as the past (Were you happy? Who was your best friend?).	**Step IV: 3. PLANNING (12 mins)** **Planning** • Ex. 4: Notes – you in 2062 • Ex. 5: Notes – you in Grade 7 (the past)	1. Make notes for both times.
Activity 5: Writing (Ex. 6) 1. Students write a short speech like Dara's. **Activity 6: Reunion (Ex. 7)** 2. Students walk around as old friends: "I remember English class! I was the best at English! – No, you weren't! I was!"	**Step V: 4. REPORT (11 mins)** **Report** • Ex. 6: Write about past and present • Ex. 7: Grade 7 reunion role-play	1. Write a short speech. 2. Role-play the reunion.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Corrects common mistakes from the role-play (I were → I was). **Closing & Homework (3 mins)** 2. Homework: Write your speech to your grandchildren in 2062 (8 sentences). 3. Reminder: "Read the Unit 28 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (5 mins)** **Language Focus** • was / were / wasn't / weren't • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct mistakes. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 172–173):

- Ex. 1: Dara, in 2062, talking to his grandchildren.
- Ex. 2: check on p. 235.
- Ex. 3: 1. It's 2062. 2. Yes, he is. 3. 20 (10 boys and 10 girls) 4. No, he isn't. 5. No, it wasn't. 6. Yes, there were. 7. No, he wasn't. 8. Dara

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 28:** The swinging 60s
Lesson C: Sweet 60s songs	**Pages:** 174–175 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 28. Students investigate why Ros Sereysothea was famous by reading about Cambodian music in the 1950s–60s, answer *Was/Were…?* questions, identify famous people (A p. 236 / B p. 240) and invent life stories for people in pictures.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can ask and answer Was/Were…? questions about people in the past. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 28, Lesson C, pp. 174–175), Teacher's Guide Book and notebook.
- Audio tracks (T.10.28.4), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate a famous singer's life through reading, then investigate secret people through questions.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use *Was she…? Were they…? Yes, she was. / No, they weren't.* and past descriptions.
- **Skill:** Read for detail, answer questions and create and share an imaginary life story.
- **Attitude:** Be proud of Cambodian music and artists of the past.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & question (Ex. 1) 1. After a short warmer, shows the photo: "Who is this? What did she do? Why was she famous?"	**Step II: 1. ASK (8 mins)** **Ask** • Warmer: What I like about you is… • Ex. 1: Who is this? What did she do?	1. Guess about the woman.
Activity 2: Read & listen (Ex. 2) 1. Plays T.10.28.4; students find why she was famous (a famous singer). **Activity 3: Details (Ex. 3)** 2. Students answer questions 1–7 with short answers.	**Step III: 2. INVESTIGATE (13 mins)** **Investigate** • Ex. 2: Why was she famous? (T.10.28.4) • Ex. 3: Answer the questions	1. Read and find the answer. 2. Answer with short answers.
Activity 4: Information gap (Ex. 4) 1. Pairs read about famous people and ask Was/Were questions to identify them.	**Step IV: 3. CREATE (10 mins)** **Create** • Ex. 4: Who are they? A p. 236 / B p. 240	1. Ask and answer to identify people.
Activity 5: Life story (Ex. 5–6) 1. Students invent a life story for a person in the pictures (born where/when, why famous, smart/funny). Group asks "Was she famous?" to guess who.	**Step V: 4. DISCUSS (12 mins)** **Discuss** • Ex. 5: Make up a life story • Ex. 6: Can they guess who?	1. Make notes for a life story. 2. Share and answer questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Asks: "Why do people still love her songs today?" Students tick the Unit 28 checklist. **Closing & Homework (3 mins)** 2. Homework: Write about a famous Cambodian from the past (6 sentences with was/were). 3. Reminder: "Read the Unit 28 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (5 mins)** **Reflect** • Unit 28 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Discuss and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 174–175):

• Ex. 2: She was a famous singer.

• Ex. 3: 1. No, it was the best! 2. No, she wasn't (Battambang). 3. Yes, they were. 4. No, there wasn't. 5. Yes, he was. 6. Yes, she was. 7. No, they weren't (her sad love songs were her best).

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

PPP Model (Presentation – Practice – Production)
(Warm-up • Presentation • Practice • Production • Evaluation)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 29:** The good old days
Lesson A: When I was young	**Pages:** 176–177 (Student's Book)
Teaching Method: PPP Model (Presentation – Practice – Production)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about what people did when they were young using the regular past simple (*walked, cooked, played, listened, liked*), negatives *didn't + verb* and questions *Did you…? Yes, I did. / No, I didn't.* Grandma tells about her childhood.

The aim to choose this Teaching Method (PPP Model (Presentation – Practice – Production)): is to introduce new language clearly and step by step. The teacher presents the new words and structure in a meaningful context, students practise them in controlled exercises, and then produce the language freely in speaking and writing to talk and ask about the past using regular past simple verbs. This method gives students accuracy first and then confidence to use the language.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 29, Lesson A, pp. 176–177), Teacher's Guide Book and notebook.
- Audio tracks (T.10.29.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to grandma, discover the -ed rule and question form, then ask the teacher and a partner about their childhood.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Form regular past simple (-ed/-d), negatives (*didn't + base verb*) and questions (*Did…?*).
- **Skill:** Listen for short answers, correct mistakes and ask and answer about childhood.
- **Attitude:** Respect grandparents' experiences and compare childhoods with interest.

Procedures (50 Minutes — PPP):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Shows the old photos: "How old are they? What did they do when they were young?" Pairs guess.	**Step II: 1. WARM-UP & LEAD-IN (5 mins)** **Warm-up & Lead-in** • Ex. 1: What did they do when they were young?	1. Guess with a partner.
Activity 2: Listening (Ex. 2–3) 1. Plays T.10.29.1; students check guesses, then answer 1–6 with Yes, she did / No, she didn't. **Activity 3: Grammar (Ex. 4)** 2. Students study the table and answer the Yes/No rule questions. *CCQ: "'I walked' – now or past?" (Past) "Did you watched…? – correct?" (No – Did you watch)*	**Step III: 2. PRESENTATION (12 mins)** **Presentation** • Ex. 2–3: Listen to grandma (T.10.29.1) • Ex. 4: Grammar box	1. Listen and answer. 2. Answer the rule questions.
Activity 4: Practice (Ex. 4) 1. Students choose the past simple words, write the past forms of the others and correct the 3 mistakes. Checks.	**Step IV: 3. CONTROLLED PRACTICE (10 mins)** **Controlled Practice** • Ex. 4: Choose past forms – write – correct mistakes	1. Write past forms and correct mistakes.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Ask the teacher (Ex. 5) 1. Students ask: "Miss…, did you play football when you were 8?" **Activity 6: Personalisation (Ex. 6–8)** 2. Students complete sentences about age 5, write 5 questions and ask a partner: did your partner do the same things?	**Step V: 4. PRODUCTION (18 mins)** **Production** • Ex. 5: Ask your teacher • Ex. 6: When I was 5 years old… • Ex. 7–8: Write questions – ask your partner	1. Ask the teacher. 2. Write sentences and questions; interview a partner.
Activity 7: Assessment 1. Says base verbs; students say the past form. **Closing & Homework (3 mins)** 2. Homework: Interview a grandparent: write 5 Did you…? questions and the answers. 3. Reminder: "Read the Unit 29 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATION & CLOSING (3 mins)** **Evaluation** • Quick check • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say past forms. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 176–177):

- Ex. 3: 1. No, she didn't. 2. No, she didn't. 3. Yes, she did. 4. No, she didn't. 5. No, she didn't. 6. No, she didn't.
- Ex. 4 rules: 1. yes 2. yes 3. no 4. yes 5. yes | past forms: liked, lived, cleaned, helped, stopped | listened, cooked, walked, finished, played, asked (and watched)
- Correct the mistakes: 1. I walked to school. 2. Did you watch TV last night? 3. No, I didn't watch TV.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PPP stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 29:** The good old days
Lesson B: How was your weekend?	**Pages:** 178–179 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to talk about their weekend in the past simple through Avorng's busy weekend with baby Arunny. New verbs: *cover, miss, cry, wait, call, carry*. Students learn the y → ied spelling rule and the three pronunciations of -ed (/t/, /d/, /ɪd/).

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to ask and answer about last weekend with correct -ed spelling and pronunciation. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 29, Lesson B, pp. 178–179), Teacher's Guide Book and notebook.
- Audio tracks (T.10.29.2, T.10.29.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a dialogue, discover spelling and sound rules, and write and perform their own weekend dialogue.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use regular past verbs with spelling (*cry – cried*) and pronunciation (/t/ watched, /d/ played, /ɪd/ waited).
- **Skill:** Read for true/false details, classify -ed sounds and write and act a dialogue.
- **Attitude:** Care for family members and share responsibilities.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Asks quick was/were questions about last weekend (Was it hot? Were you at home?).	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: was/were review • How was your weekend?	1. Answer about last weekend.
Activity 2: New words (Ex. 1) 1. Students match cover, miss, cry, wait, call, carry to pictures; plays T.10.29.2. **Activity 3: Read for gist (Ex. 2)** 2. Students read quickly: "Did Avorng have a good weekend?"	**Step III: 2. EXPLORE (10 mins)** **Explore** • Ex. 1: New words (T.10.29.2) • Ex. 2: Did Avorng have a good weekend?	1. Match and repeat. 2. Read and answer.
Activity 4: Details (Ex. 3) 1. Students tick/cross sentences 1–6. **Activity 5: Spelling (Ex. 4)** 2. Students find cried, carried and write tried, married, dried – rule: change y to i and add -ed. **Activity 6: Pronunciation (Ex. 5)** 3. Plays T.10.29.3; students sort words into /t/, /d/, /ɪd/. TPR: stand for /ɪd/!	**Step IV: 3. EXPLAIN (13 mins)** **Explain** • Ex. 3: Tick or cross • Ex. 4: y → ied rule • Ex. 5: /t/ /d/ /ɪd/ (T.10.29.3)	1. Tick/cross. 2. Write the -ied forms. 3. Sort words by sound.
Activity 7: Writing & speaking (Ex. 6–7) 1. Pairs write a dialogue like Sophal and Dara's about their weekend, then perform it. Two pairs perform for the class.	**Step V: 4. ELABORATE (13 mins)** **Elaborate** • Ex. 6: Write about your weekend (dialogue) • Ex. 7: Speak to your partner	1. Write and perform a dialogue.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 8: Assessment 1. Says 5 verbs; students write the past form and the sound. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences about what you did last weekend (use 2 /t/, 2 /d/, 2 /ɪd/ verbs). 3. Reminder: "Read the Unit 29 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(5 mins)** **Evaluate** • Sound check • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write forms and sounds. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 178–179):

- Ex. 2: No – he was tired and very busy.
- Ex. 3: 1. ✗ 2. ✓ 3. ✗ 4. ✗ 5. ✗ 6. ✓
- Ex. 4: cried, carried, married, tried, dried – change y to i and add -ed.
- Ex. 5: /t/ watched, missed, cooked, liked | /d/ played, covered, called, cried, carried | /ɪd/ waited, hated, wanted

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 29:** The good old days
Lesson C: The best holiday ever!	**Pages:** 180–181 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 29. Students order time expressions on a timeline (*a long time ago, last week, 3 days ago, yesterday, last night, now*), listen to two holiday stories (Chinedu and Chisum), answer *Did…?* questions and write their own ending to a story.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to use past time expressions and write an ending to a holiday story. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 29, Lesson C, pp. 180–181), Teacher's Guide Book and notebook.
- Audio tracks (T.10.29.4, T.10.29.5), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students build a timeline, listen to two stories and create their own story ending as a mini-project to share.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past time expressions and past simple questions and answers.
- **Skill:** Order time expressions, listen for detail and write a story ending.
- **Attitude:** Be creative and enjoy reading classmates' stories.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lip reading 1. Mouths past verbs silently; students guess. 2. Introduces the project: write the best ending to a holiday story.	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Lip reading *Can you write a great story ending?*	1. Guess the words. 2. Hear the project.
Activity 2: Timeline (Ex. 1) 1. Students order the time expressions on a timeline; plays T.10.29.4 to check and repeat.	**Step III: 2. PLAN (9 mins)** **Plan (language)** • Ex. 1: Timeline (T.10.29.4)	1. Make the timeline.
Activity 3: Listening (Ex. 2–4) 1. Students guess who had a good/boring holiday; plays T.10.29.5 to check, then answer questions 1–6.	**Step IV: 3. CREATE (12 mins)** **Plan (model stories)** • Ex. 2: Good or boring holiday? • Ex. 3–4: Listen (T.10.29.5)	1. Guess, listen and answer.
Activity 4: Story ending (Ex. 5) 1. Students write an ending for one story (On the last day, Chinedu…) and draw a picture. Then they check the book's ending on p. 236.	**Step V: 4. PRESENT (12 mins)** **Create** • Ex. 5: Write the story ending – check p. 236	1. Write and illustrate a story ending. 2. Compare with p. 236.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Share (Ex. 6) 1. Students swap papers, read endings and say if they like them. Class chooses the funniest ending. Students tick the Unit 29 checklist. **Closing & Homework (3 mins)** 2. Homework: Write about your best holiday ever (8 sentences) with time expressions. 3. Reminder: "Read the Unit 29 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING (8 mins)** **Present & Reflect** • Ex. 6: Swap and read • Unit 29 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Read endings and give feedback. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 180–181):

• Ex. 1 (oldest → newest): a long time ago, last week, 3 days ago, yesterday, last night, now

• Ex. 4: 1. No, he didn't. 2. No, he didn't. 3. Yes, he was. 4. Yes, she did. 5. Yes, she did. 6. No, she wasn't.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 30:** Cool memories
Lesson A: What happened, really?	**Pages:** 182–183 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to investigate a mystery – who took baby Arunny? – by listening to what each character did yesterday, and to learn irregular past forms (*went, came, drank, read, spoke, did, saw, swam, took, put, bought*).

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can use irregular past simple verbs to talk about what people did. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 30, Lesson A, pp. 182–183), Teacher's Guide Book and notebook.
- Audio tracks (T.10.30.1, T.10.30.2), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students solve a listening mystery, discover irregular past forms and use them in a true/false guessing game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use irregular past forms and *Did…? Yes, … did. / No, … didn't.*
- **Skill:** Listen for detail to solve a mystery, match base and past forms and ask questions to check true/false sentences.
- **Attitude:** Think carefully before blaming others and tell the truth.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & question (Ex. 1) 1. After a quick relay, shows the picture: "Something happened to Arunny! What happened? Who took her?"	**Step II: 1. ASK (7 mins)** **Ask** • Warmer: Sentence relay • Ex. 1: What's happening? Guess.	1. Play the relay. 2. Guess what happened.
Activity 2: Listening (Ex. 2) 1. Plays T.10.30.1: students find who took Arunny. **Activity 3: Evidence (Ex. 3)** 2. Plays it again; students tick/cross what each character did yesterday.	**Step III: 2. INVESTIGATE (12 mins)** **Investigate** • Ex. 2: Who took Arunny? (T.10.30.1) • Ex. 3: Tick or cross	1. Listen and solve the mystery. 2. Tick/cross sentences.
Activity 4: Grammar (Ex. 4) 1. Students tick/cross the rule sentences, match verbs with past forms and listen to T.10.30.2. Which 2 words don't change in writing? (read, put)	**Step IV: 3. CREATE (10 mins)** **Create (discover)** • Ex. 4: Grammar – bought/took/wrote • Irregular verbs (T.10.30.2)	1. Decide the rules and match forms. 2. Listen and repeat.
Activity 5: Writing (Ex. 5) 1. Students write 3 false and 2 true sentences about yesterday with irregular verbs. **Activity 6: Guessing (Ex. 6)** 2. Partners ask "Did you buy shoes yesterday?" to find the true sentences.	**Step V: 4. DISCUSS (15 mins)** **Discuss** • Ex. 5: 3 false + 2 true sentences • Ex. 6: Did they guess right?	1. Write sentences. 2. Ask and guess.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Says base forms; class shouts past forms. Asks: "How did we know who took Arunny?" **Closing & Homework (3 mins)** 2. Homework: Learn the 10 irregular verbs and write a sentence with each. 3. Reminder: "Read the Unit 30 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (4 mins)** **Reflect** • Irregular verb challenge • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Say past forms and explain. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 182–183):

- Ex. 2: who took Arunny – as revealed in T.10.30.1.
- Ex. 3: tick/cross as heard in T.10.30.1.
- Ex. 4: 1. ✓ 2. ✗ 3. ✓ | go – went, come – came, drink – drank, read – read, speak – spoke, do – did, see – saw, swim – swam, take – took, put – put | read and put do not change

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the IBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 30:** Cool memories
Lesson B: All about dinos!	**Pages:** 184–185 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about dinosaurs (*sounds, hurt, plants, seeds, stones, holes, light*) and use the past simple and *could / couldn't* to describe how they lived. Students draw a dinosaur from a description and correct mistakes in a partner's text.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to describe animals of the past using past simple and could/couldn't. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 30, Lesson B, pp. 184–185), Teacher's Guide Book and notebook.
- Audio tracks (T.10.30.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students guess, read and complete sentences about dinosaurs, then use the language in drawing and correction games.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple (*lived, ate, had, ran*) and *could/couldn't* with dinosaur vocabulary.
- **Skill:** Read for gist and detail, draw from a description and correct spoken mistakes.
- **Attitude:** Be curious about science and the history of the Earth.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Spin the pen 1. The student the pen points to answers a past simple question. 2. Shows the dinosaur photos: "What are they? When did they live?"	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Spin the pen • Ex. 2: What are the photos of?	1. Answer questions. 2. Guess about dinosaurs.
Activity 2: New words (Ex. 1) 1. Students match words to photos; plays T.10.30.3. **Activity 3: Read for gist (Ex. 3)** 2. Students read quickly to check guesses.	**Step III: 2. EXPLORE (7 mins)** **Explore** • Ex. 1: New words (T.10.30.3) • Ex. 3: Read quickly	1. Match and repeat. 2. Read and check.
Activity 4: Details (Ex. 4) 1. Students complete sentences 1–6. Highlights: *Some dinosaurs could swim. They couldn't fly.* (could = past of can). *CCQ: "'could swim' – now or in the past?" (Past)*	**Step IV: 3. EXPLAIN (9 mins)** **Explain** • Ex. 4: Complete the sentences • could / couldn't	1. Complete the sentences. 2. Make could/couldn't sentences.
Activity 5: Draw game (Ex. 5) 1. Describes a dinosaur; students draw it and compare. **Activity 6: Correct mistakes (Ex. 6)** 2. A reads a text with mistakes; B corrects using p. 240 (and vice versa).	**Step V: 4. ELABORATE (15 mins)** **Elaborate** • Ex. 5: Draw the dinosaur – Game! • Ex. 6: Correct the mistakes (A p. 236 / B p. 240)	1. Listen and draw. 2. Find and correct mistakes.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Writing (Ex. 7) 1. Students write 3 questions about dinosaurs (What did they eat? Could they fly?) and ask a partner, who answers from the text. **Closing & Homework (3 mins)** 2. Homework: Write a short fact file about your favourite dinosaur (6 sentences). 3. Reminder: "Read the Unit 30 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(10 mins)** **Evaluate** • Ex. 7: Write your questions about dinosaurs • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Write and answer questions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 184–185):

- Ex. 1: 1. sounds (d) 2. hurt (f) 3. plants (c) 4. seeds (a) 5. stones (g) 6. holes (b) 7. light (e)
- Ex. 4: 1. making sounds 2. different colours 3. meat and plants 4. swim 5. fly 6. holes
- Ex. 6: Students compare the texts with their partner's correct version on p. 236 / p. 240 and correct each mistake (e.g. what the dinosaur ate, its head, legs and horns).

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the 5Es Model stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 10: It's all in the past	**Unit 30:** Cool memories
Lesson C: All about cavemen!	**Pages:** 186–187 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 30. Students learn words about early people (*animal skins, a cave, hunt*), read about Amika who lived 15,000 years ago, answer *Did she…?* questions and create a 'Then and Now' poster comparing life then and now.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to compare life 15,000 years ago with life now in a poster. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 10, Unit 30, Lesson C, pp. 186–187), Teacher's Guide Book and notebook.
- Audio tracks (T.10.30.4), speaker/phone, whiteboard, markers, A4/A3 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a model text and complete a creative 'Then and Now' poster to present to the class.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple (affirmative, negative, questions) and present simple to contrast then and now.
- **Skill:** Read for detail, write contrast sentences and present a poster.
- **Attitude:** Appreciate modern life and respect how people lived in the past.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Whispers 1. Teams whisper a past sentence down the line. 2. Driving question: "How was life different 15,000 years ago? Let's make a Then and Now poster!"	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Whispers *How was life different 15,000 years ago?*	1. Play Whispers. 2. Hear the project question.
Activity 2: New words (Ex. 1) 1. Students find animal skins, a cave, hunt; plays T.10.30.4. **Activity 3: Prediction (Ex. 2)** 2. Students guess what Amika had and did.	**Step III: 2. PLAN (10 mins)** **Plan (input)** • Ex. 1: New words (T.10.30.4) • Ex. 2: What did Amika do? Guess.	1. Find and repeat words. 2. Make guesses.
Activity 4: Reading (Ex. 3–4) 1. Students read to check guesses, then answer questions 1–6 with Yes, she did / No, she didn't.	**Step IV: 3. CREATE (10 mins)** **Plan (reading)** • Ex. 3: Read quickly • Ex. 4: Did she…? questions	1. Read and answer.
Activity 5: Poster (Ex. 5) 1. Groups make a two-column poster: 15,000 years ago / now, with 5 pairs of sentences and pictures (People lived in caves. We live in houses.).	**Step V: 4. PRESENT (13 mins)** **Create** • Ex. 5: Then and Now – write, draw, colour	1. Write, draw and colour the poster.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Presentation (Ex. 6) 1. Groups present; classmates say which life they prefer and why. Students tick the Unit 30 checklist. **Closing & Homework (3 mins)** 2. Homework: Write 6 sentences comparing your grandparents' childhood and your life now. 3. Reminder: "Read the Unit 30 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(8 mins)** **Present & Reflect** • Ex. 6: Tell your class • Unit 30 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Present and give opinions. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 186–187):

• Ex. 1: 1. animal skins 2. a cave 3. hunt

• Ex. 4: 1. Yes, she did. 2. No, she didn't. 3. No, she didn't. 4. Yes, she did. 5. No, she didn't. 6. No, she didn't.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the PBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 31:** What happened?
Lesson A: Weird weekend?	**Pages:** 188–189 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to ask and answer about last weekend with Wh-questions in the past (*What did you do? Who did you go with? Why? Where did you go? What did you eat? When did you get back?*), through Bopha's 'sick' story and Nika's model text, and to write about their own weekend.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to ask and answer Wh-questions in the past and write about their weekend fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 31, Lesson A, pp. 188–189), Teacher's Guide Book and notebook.
- Audio tracks (T.11.31.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a funny story and read a model, then do a task: making notes, writing and telling friends about their weekend.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple Wh- questions (*What/Who/Why/Where/When did…?*) and irregular verbs (*went, ate, got back*).
- **Skill:** Listen for detail, answer questions in role, make notes and write a short weekend recount.
- **Attitude:** Be honest (don't pretend to be sick!) and enjoy sharing experiences.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Lead-in (Ex. 1) 1. Asks a few students: "What did you do last weekend?" Shows the picture: "What is happening?"	**Step II: 1. PRE-TASK (5 mins)** **Pre-task** • Lead-in: How was your weekend? • Ex. 1: What is happening?	1. Answer and guess.
Activity 2: Listening (Ex. 2–3) 1. Plays T.11.31.1: "Why is Bopha 'sick'?" (She is pretending – she didn't do her homework). Plays again; students answer questions 1–7.	**Step III: 2. TASK (14 mins)** **Task (listening)** • Ex. 2: Why is Bopha sick? (T.11.31.1) • Ex. 3: Answer the questions • Cool kids say: Not much	1. Listen and answer the gist question. 2. Answer questions 1–7.
Activity 3: Model (Ex. 4–5) 1. Students read Nika's text and answer as Nika (I went rollerblading…). **Activity 4: Notes (Ex. 6)** 2. Students answer the 6 questions about their own last Sunday in note form.	**Step IV: 3. PLANNING (8 mins)** **Planning** • Ex. 4: Nika's weekend – what was special? • Ex. 5: Imagine you are Nika • Ex. 6: Notes about last Sunday	1. Read and answer in role. 2. Make notes.
Activity 5: Writing (Ex. 7) 1. Students write a short paragraph from their notes. **Activity 6: Speaking (Ex. 8)** 2. Students tell 2–3 friends; friends ask one follow-up question each.	**Step V: 4. REPORT (13 mins)** **Report** • Ex. 7: Write about your weekend • Ex. 8: Tell your friends	1. Write and tell friends. 2. Ask follow-up questions.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Language focus 1. Writes errors heard (What did you went?) for students to correct (What did you go…?). **Closing & Homework (3 mins)** 2. Homework: Write about the best weekend you ever had (8 sentences) answering who, what, where, when, why. 3. Reminder: "Read the Unit 31 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (8 mins)** **Language Focus** • Did + base verb / irregular past • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct the errors. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 188–189):

- Ex. 2: She is pretending to be sick – she didn't do her homework.
- Ex. 3: 1. She feels sick. 2. Her stomach 3. She went to the shops. 4. She went with Tom. 5. Her homework 6. No, she didn't. 7. No, he doesn't.
- Ex. 4–5: Nika went rollerblading with her dad and friends because they love it; to the basketball court; ate ice cream; got back home at 5.30.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the TBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 31:** What happened?
Lesson B: It was the scariest thing ever!	**Pages:** 190–191 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to predict and read Bona's scary memory of his first night at a pagoda, answer questions, talk about what they are scared of and tell their own scary memory using the past simple and *was/were*.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can understand and tell a story about a scary memory in the past. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 31, Lesson B, pp. 190–191), Teacher's Guide Book and notebook.
- Audio tracks (T.11.31.2), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students investigate 'What happened to Bona?' from key words and pictures, check their ideas in the text, then share their own stories.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple and *was/were* + *scared/brave/tired* to tell a story; words *ghost, monk, pagoda*.
- **Skill:** Predict a story, read for detail, make notes and tell a story to a group.
- **Attitude:** Be brave, and play tricks only in a kind way.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Prediction (Ex. 1) 1. Shows the words some ghosts, some monks, a bed: "What is the story?" Groups invent quick stories.	**Step II: 1. ASK (8 mins)** **Ask** • Warmer: What I like about you is… • Ex. 1: Guess the story: ghosts, monks, a bed	1. Guess the story in groups.
Activity 2: Picture (Ex. 2) 1. Students guess how the boy feels and why. **Activity 3: Read & listen (Ex. 3)** 2. Plays T.11.31.2; students check their stories. Asks: "Were there really ghosts?"	**Step III: 2. INVESTIGATE (12 mins)** **Investigate** • Ex. 2: How does the boy feel? Why? • Ex. 3: Read & listen (T.11.31.2)	1. Guess feelings. 2. Read and check predictions.
Activity 4: Details (Ex. 4) 1. Students answer questions 1–8 and underline the evidence.	**Step IV: 3. CREATE (10 mins)** **Create** • Ex. 4: Answer the questions about Bona	1. Answer with evidence.
Activity 5: Discussion (Ex. 5) 1. Students say which things they are scared of and why. **Activity 6: Story (Ex. 6–7)** 2. Students make notes (age, place, what, why, who, ending) and tell their group. Group chooses the scariest story.	**Step V: 4. DISCUSS (13 mins)** **Discuss** • Ex. 5: What are you scared of? • Ex. 6: Notes – a time you were scared • Ex. 7: Tell your group	1. Discuss fears. 2. Make notes and tell a story.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Reflection 1. Asks: "Why did Bona feel brave? Is it kind to scare friends?" **Closing & Homework (3 mins)** 2. Homework: Write your scary story (8 sentences) with a happy ending. 3. Reminder: "Read the Unit 31 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (5 mins)** **Reflect** • How did Bona feel at the end? Why? • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Reflect and answer. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 190–191):

• Ex. 4: 1. He was 10 years old. 2. Yes, he can. 3. Because of the ghosts. 4. No, he didn't. 5. Yes, he did. 6. Tired but happy 7. The other boys 8. Yes, they were.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 31:** What happened?
Lesson C: They're important to me	**Pages:** 192–193 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 31. Students read interviews with four young people about someone important to them (a neighbour, a band, a teacher, a best friend), answer questions, interview a partner and create a short profile 'Someone important to me'.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to interview a partner and write a profile about someone important to them. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 31, Lesson C, pp. 192–193), Teacher's Guide Book and notebook.
- Audio tracks (T.11.31.3), speaker/phone, whiteboard, markers, A5 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read model interviews, then create and share a profile as a mini-project.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past and present simple questions (*Where/When did you meet? Why is he important? What do you do together?*).
- **Skill:** Read for detail, interview a partner, make notes and write a profile.
- **Attitude:** Value and thank the important people in their lives.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Students pass the eraser; the holder says one person who is important to them. 2. Introduces the project: a profile of someone important.	**Step II: 1. LAUNCH (Driving Question) (7 mins)** **Launch** • Warmer: Pass the eraser *Who is important to you?*	1. Say important people. 2. Hear the project.
Activity 2: Reading (Ex. 1–3) 1. Students guess who is important to each person, read and listen to T.11.31.3 to check, then answer questions 1–9.	**Step III: 2. PLAN (13 mins)** **Plan (models)** • Ex. 1: Match the pictures – guess • Ex. 2: Read & listen (T.11.31.3) • Ex. 3: Answer the questions	1. Guess, read and answer.
Activity 3: Speaking (Ex. 4) 1. Pairs ask about favourite neighbour, best friend, singer, teacher. **Activity 4: Model (Ex. 5)** 2. Students read Socheata's text and find her 5 answers.	**Step IV: 3. CREATE (8 mins)** **Plan (interview)** • Ex. 4: Talk about you • Ex. 5: Socheata's answers	1. Interview a partner. 2. Find the answers in the model.
Activity 5: Profile (Ex. 6–8) 1. Students make notes, answer a partner's questions, then write a profile with a drawing. Volunteers read their profile to the class.	**Step V: 4. PRESENT (15 mins)** **Create & Present** • Ex. 6: Make notes • Ex. 7: Ask and answer • Ex. 8: Write about someone important	1. Make notes, talk and write a profile. 2. Present to the class.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Asks: "How can we say thank you to these people?" Students tick the Unit 31 checklist. **Closing & Homework (3 mins)** 2. Homework: Give your profile to the person (or tell them) and write how they felt. 3. Reminder: "Read the Unit 31 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(5 mins)** **Reflect & Assess** • Unit 31 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Reflect and tick the checklist. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 192–193):

- Ex. 2: best friends – Panha; a teacher – Chanthou; a neighbour – Dalis; a band – Mony
- Ex. 3: 1. Sam 2. Every day 3. 5 years ago 4. Srey Thy 5. Dance 6. Smart 7. Khmer and French 8. Playing cars 9. Nary
- Ex. 5: 1. My brother. 2. I don't remember. 3. When I was a baby. 4. He hangs out with me and talks to me. 5. We play sport together.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Inquiry-Based Learning (IBL)
(Ask • Investigate • Create • Discuss • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 32:** Is that really real?
Lesson A: That never happened!	**Pages:** 194–195 (Student's Book)
Teaching Method: Inquiry-Based Learning (IBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to investigate what is wrong with Dara's picture of Angkor Wat 800 years ago, using *didn't + verb* (*They didn't eat pizza. They didn't have bikes.*), and to discuss what people had and didn't have 50 years ago.

The aim to choose this Teaching Method (Inquiry-Based Learning (IBL)): is to start the lesson from a real question that makes students curious. The teacher does not give the answers first; students ask questions, investigate the text, pictures and audio, and discover the answers by themselves so that they can say what people did and didn't do or have in the past. This method trains students to think critically, check their own ideas and become independent learners.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 32, Lesson A, pp. 194–195), Teacher's Guide Book and notebook.
- Audio tracks (T.11.32.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students look for mistakes in a historical picture, check with a listening, and investigate life 50 years ago in groups.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple negatives (*didn't + base verb*) and *had / didn't have*.
- **Skill:** Name things in a picture, listen for details and discuss the past with evidence.
- **Attitude:** Respect Cambodia's history and think critically about information.

Procedures (50 Minutes — IBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Inquiry (Ex. 1) 1. Students name as many things as they can in Dara's picture. Asks: "Is this picture really real? What's wrong?"	**Step II: 1. ASK (8 mins)** **Ask** • Warmer: Feeling greetings • Ex. 1: Dara's picture of Angkor Wat 800 years ago	1. Name things and spot problems.
Activity 2: Listening (Ex. 2–3) 1. Students predict Bopha's comments; plays T.11.32.1. Then they write the 4 things Bopha says are wrong. Elicits the form *They didn't eat pizza.*	**Step III: 2. INVESTIGATE (15 mins)** **Investigate** • Ex. 2: What will Bopha say? (T.11.32.1) • Ex. 3: The 4 wrong things • Cool kids say: Whatever!	1. Predict, listen and write 4 sentences.
Activity 3: Post task (Ex. 4) 1. Pairs find more anachronisms in the picture and write sentences (They didn't have phones.).	**Step IV: 3. CREATE (7 mins)** **Create** • Ex. 4: More things they didn't do or have	1. Write more sentences.
Activity 4: Vocabulary (Ex. 5) 1. Students say which things they have at home. **Activity 5: Writing & discussion (Ex. 6–7)** 2. Students write sentences about 50 years ago, then discuss: "They had cars 50 years ago. – But they didn't have televisions! – Yes, they did."	**Step V: 4. DISCUSS (13 mins)** **Discuss** • Ex. 5: Do you have these things? • Ex. 6: 50 years ago – write • Ex. 7: Discuss in groups	1. Talk about things at home. 2. Write and discuss.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Reflection 1. Asks: "How can we know what people had in the past?" (ask older people, books, museums) **Closing & Homework (3 mins)** 2. Homework: Ask an older person what they had and didn't have 50 years ago; write 6 sentences. 3. Reminder: "Read the Unit 32 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & CLOSING (5 mins)** **Reflect** • How can we check? (ask grandparents, books) • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Suggest ways to check facts. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 194–195):

• Ex. 3: They didn't eat pizza. They didn't go skiing. They didn't have bikes. They didn't wear t-shirts.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the IBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Project-Based Learning (PBL)
(Launch • Plan • Create • Present • Reflect)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 32:** Is that really real?
Lesson B: Paper Fortune Tellers	**Pages:** 196–197 (Student's Book)
Teaching Method: Project-Based Learning (PBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to listen to Bopha and Linda playing with a paper fortune teller, answer questions, brainstorm nice messages and then follow instructions with sequence words (*First, Second, Third… Last*) to make and use their own paper fortune teller.

The aim to choose this Teaching Method (Project-Based Learning (PBL)): is to let students learn English by making a real mini-project in groups. The teacher sets a driving question, gives clear steps and time limits, and facilitates while groups plan, create, present and reflect on their product so that students are able to follow written instructions to make a paper fortune teller and use it with friends. This method develops collaboration, creativity and communication (21st century skills).

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 32, Lesson B, pp. 196–197), Teacher's Guide Book and notebook.
- Audio tracks (T.11.32.2), speaker/phone, whiteboard, markers, a square piece of paper for each student, pens.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a model game, then complete a hands-on project: reading instructions, making a fortune teller and playing with it.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Understand instruction verbs (*fold, open, write*) and sequence words *First, Second, Third, Fourth, Fifth, Last*.
- **Skill:** Listen for detail, read and follow instructions and ask and answer questions in a game.
- **Attitude:** Write kind and positive messages for friends.

Procedures (50 Minutes — PBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & lead-in (Ex. 1) 1. Quick 'Buzz' game, then shows the fortune teller: "Do you know this game? What do we call it in Khmer?"	**Step II: 1. LAUNCH (Driving Question) (8 mins)** **Launch** • Warmer: Buzz • Ex. 1: Do you know this game?	1. Play Buzz. 2. Talk about the game.
Activity 2: Listening (Ex. 2–3) 1. Plays T.11.32.2: "What does Linda get?" Then students answer questions 1–8 and listen again to check.	**Step III: 2. PLAN (12 mins)** **Plan (model)** • Ex. 2: What does Linda get? (T.11.32.2) • Ex. 3: Answer the questions	1. Listen and answer.
Activity 3: Brainstorm (Ex. 4) 1. Asks what Linda wanted to see. Groups brainstorm 8 kind messages (You are smart! You will be a great singer!).	**Step IV: 3. CREATE (6 mins)** **Plan (content)** • Ex. 4: Nice things to write	1. Brainstorm kind messages.
Activity 4: Make it (Ex. 5) 1. Students read each step and fold together with the teacher (First, fold the paper in half…). Then they write colours, numbers and messages inside. *ICQ: "After 'Third', what do you do?" (Fold the corners into the middle)*	**Step V: 4. PRESENT (14 mins)** **Create** • Ex. 5: Make your own fortune teller – follow the steps	1. Read the steps and make the fortune teller. 2. Write colours, numbers and messages.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 5: Play (Ex. 6) 1. Students play with friends: "What's your favourite colour? Pick a number!" and read the message. Asks: "What did you get?" **Closing & Homework (3 mins)** 2. Homework: Make a second fortune teller for a family member and write the steps in your notebook. 3. Reminder: "Read the Unit 32 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. REFLECT & ASSESS & CLOSING** **(8 mins)** **Present & Reflect** • Ex. 6: Use it on your friends • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Play and report what they got. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 196–197):

- Ex. 3: 1. Yes, they do. 2. What's your favourite colour? 3. Yellow 4. 6 5. 13 6. 13 7. 4 8. No
- Ex. 5 steps: First fold in half and in half again (triangle); Second open to a square; Third fold the corners into the middle; Fourth fold the corners into the middle again; Fifth fold in half (rectangle) and in half again; Last write.

Teacher's self-reflection on today's lesson:

- *Strengths (What went well during the PBL stages?):*

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- *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 32:** Is that really real?
Lesson C: Getting in trouble at home	**Pages:** 198–199 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson consolidates Unit 32. Students listen to Dara lying to his mum about being good at home, answer questions, talk about a time they got in trouble, review prepositions (*under, next to, behind, in front of, opposite, in between*) and complete a draw-and-describe bedroom task (A p. 236 / B p. 240).

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to talk about past events and describe where things are in a room fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 32, Lesson C, pp. 198–199), Teacher's Guide Book and notebook.
- Audio tracks (T.11.32.3), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to a funny model, discuss their own experiences, then complete an information-gap drawing task.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple and present continuous in a story and prepositions of place.
- **Skill:** Listen for detail, talk about past experiences and give/follow descriptions to draw a room.
- **Attitude:** Be honest with parents and keep their room tidy.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & lead-in (Ex. 1) 1. Mime warmer, then asks: "Do your parents leave you alone? Are you good or naughty?"	**Step II: 1. PRE-TASK (8 mins)** **Pre-task** • Warmer: What are you doing? • Ex. 1: Are you good or naughty when parents are away?	1. Mime and answer honestly.
Activity 2: Listening (Ex. 2–3) 1. Students guess what Dara says to his mum; plays T.11.32.3 (he's being naughty but says he is good). Then they answer questions 1–8.	**Step III: 2. TASK (15 mins)** **Task (listening)** • Ex. 2: Is Dara good or naughty? (T.11.32.3) • Ex. 3: Answer the questions	1. Guess, listen and answer.
Activity 3: Discussion (Ex. 4) 1. Groups talk about a time they were in trouble. **Activity 4: Revision (Ex. 5)** 2. Pairs describe where Avorng is using prepositions.	**Step IV: 3. PLANNING (5 mins)** **Planning** • Ex. 4: A time you were in trouble • Ex. 5: Where is Avorng?	1. Share experiences. 2. Describe Avorng's position.
Activity 5: Draw & describe (Ex. 6–7) 1. A describes a bedroom from p. 236; B draws it. Swap with p. 240. Compare drawings.	**Step V: 4. REPORT (12 mins)** **Report** • Ex. 6: Draw this! • Ex. 7: A p. 236 / B p. 240	1. Describe and draw bedrooms; compare.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Language focus 1. Corrects common errors from the task. Students tick the Unit 32 checklist. **Closing & Homework (3 mins)** 2. Homework: Write about a time you got in trouble at home and what you learned (6 sentences). 3. Reminder: "Read the Unit 32 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (8 mins)** **Language Focus** • Prepositions & past simple check • Unit 32 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Correct errors. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 198–199):

• Ex. 2: Dara is being naughty. He's telling his mum he's being good.

• Ex. 3: 1. No, he doesn't. 2. Maths 3. Pizza 4. Yes, he does. 5. The baby 6. Yes, he is. 7. His mum 8. Students' own ideas.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Game-Based Learning (GBL)
(Warm-up • Rules & Modelling • Game Play • Debrief • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 33:** More questions
Lesson A: Silly questions!	**Pages:** 200–201 (Student's Book)
Teaching Method: Game-Based Learning (GBL)	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to listen to baby Arunny's silly questions, then imagine they are something else (a mobile phone, an elephant, a pen, a school, a lion, noodles, a house, a cinema) and ask and answer silly questions in present simple, can and have got.

The aim to choose this Teaching Method (Game-Based Learning (GBL)): is to review and consolidate the unit through fun, competitive games. Clear rules, teamwork and friendly competition keep every student active and help students to make and answer many kinds of questions in a fun, creative way. While students play, the teacher monitors, notes common mistakes and gives feedback in the debrief.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 33, Lesson A, pp. 200–201), Teacher's Guide Book and notebook.
- Audio tracks (T.11.33.1), speaker/phone, whiteboard, markers.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students review all question types through a listening and a silly-questions game.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Review question forms (*What/Where/Do/Does/Can/Have you got…?*).
- **Skill:** Listen for detail, write creative questions and give quick, funny answers.
- **Attitude:** Use imagination, laugh together and enjoy English.

Procedures (50 Minutes — GBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 1: Memory game 1. Shows pictures from the year's lessons for 30 seconds; teams list what they remember.	**Step II: 1. WARM-UP (7 mins)** **Warm-up** • How many things can you remember?	1. List remembered items.
Activity 2: Lead-in (Ex. 1) 1. Students guess Arunny's silly questions. **Activity 3: Listening (Ex. 2–3)** 2. Plays T.11.33.1 to check; then students tick the pictures Arunny asks about.	**Step III: 2. RULES & MODELLING (11 mins)** **Rules & Modelling** • Ex. 1: Arunny's silly questions – guess • Ex. 2–3: Listen (T.11.33.1)	1. Guess, listen and tick.
Activity 4: Writing (Ex. 4) 1. Students choose an object from the box and write 3 silly questions to ask it/as it.	**Step IV: 3. GAME PLAY (7 mins)** **Game Play (prepare)** • Ex. 4: You are something else – write 3 questions	1. Write 3 silly questions.
Activity 5: Silly Q&A (Ex. 5–6) 1. Students ask their questions; classmates give silly answers (What colour are your teeth? – I don't have teeth!). Teams then race to make more silly questions; points for correct grammar.	**Step V: 4. DEBRIEF & LANGUAGE FOCUS (15 mins)** **Game Play** • Ex. 5: Silly questions, silly answers • Ex. 6: More silly questions – Game!	1. Ask and answer silly questions. 2. Make more questions in teams.
Activity 6: Assessment 1. Class votes for the funniest question; checks grammar of 3 questions on the board. **Closing & Homework (3 mins)** 2. Homework: Write 5 silly questions and 5 silly answers to ask your family. 3. Reminder: "Read the Unit 33 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING (8 mins)** **Evaluate** • Best silly question award • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Vote and check grammar. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 200–201):

• Ex. 3: tick the pictures Arunny asks about in T.11.33.1.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the GBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

5Es Instructional Model
(Engage • Explore • Explain • Elaborate • Evaluate)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 33:** More questions
Lesson B: Cool superheroes!	**Pages:** 202–203 (Student's Book)
Teaching Method: 5Es Instructional Model	**Date:** …… /…… /20……

Content/syllabus connection: This lesson leads students to read about Annie, an animal superhero (*a neighbour, a superhero, special powers, bored*), answer questions and then create, describe and role-play their own superhero using past, present, can and comparatives.

The aim to choose this Teaching Method (5Es Instructional Model): is to enhance students to engage, explore, explain, elaborate and evaluate their own learning outcome. To reach this goal, the teacher organises pair and group work, manages time, motivates and facilitates students to describe a superhero using the language of the whole year. This teaching method guides students to be active in building new knowledge by themselves by connecting new knowledge with their existing experience.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 33, Lesson B, pp. 202–203), Teacher's Guide Book and notebook.
- Audio tracks (T.11.33.2), speaker/phone, whiteboard, markers, A4 paper, coloured pencils.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students read a fun text, then combine all the grammar they know to create and role-play a superhero.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Combine past simple, present simple, *can* and comparatives (*stronger than an elephant*).
- **Skill:** Read for gist and detail, complete a profile and ask and answer in a role-play.
- **Attitude:** Help and protect animals and others; use their own 'special powers' for good.

Procedures (50 Minutes — 5Es Model):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer 1. Students say a sentence in different feelings (happy, angry, scared). 2. Shows pictures: "What are they of? Guess."	**Step II: 1. ENGAGE (7 mins)** **Engage** • Warmer: Say it with feeling! • Ex. 1: What are the pictures of?	1. Say sentences with feelings. 2. Guess the pictures.
Activity 2: New words (Ex. 2) 1. Students match a neighbour, a superhero, special powers, bored to the pictures; plays T.11.33.2. **Activity 3: Read for gist (Ex. 3)** 2. Students read quickly to check their guesses.	**Step III: 2. EXPLORE (8 mins)** **Explore** • Ex. 2: New words (T.11.33.2) • Ex. 3: Read quickly	1. Match and repeat. 2. Read and check.
Activity 4: Details (Ex. 4) 1. Students answer questions 1–6. Highlights the grammar mix: *saved* (past), *plays* (present), *can fly* (ability), *stronger than* (comparison).	**Step IV: 3. EXPLAIN (8 mins)** **Explain** • Ex. 4: Answer the questions • Grammar review: past / present / can / comparatives	1. Answer questions. 2. Find grammar examples in the text.
Activity 5: Create (Ex. 5) 1. Students complete the superhero profile and draw/colour it. **Activity 6: Share & role-play (Ex. 6–7)** 2. Students present to the group, then pairs role-play an interview: "What's your name? What are your special powers?"	**Step V: 4. ELABORATE (18 mins)** **Elaborate** • Ex. 5: Write about your superhero – draw • Ex. 6: Tell your classmates • Ex. 7: Role-play – interview a superhero	1. Write the profile and draw. 2. Present and role-play.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 7: Assessment 1. Displays superheroes; students read two and write one question for each creator. **Closing & Homework (3 mins)** 2. Homework: Write a short story about one day in your superhero's life (8 sentences, past simple). 3. Reminder: "Read the Unit 33 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. EVALUATE & CLOSING** **(7 mins)** **Evaluate** • Superhero gallery • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Read and write questions. 2. Listen carefully and copy the homework into notebooks. 3. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 202–203):

• Ex. 2: 1. a neighbour 2. a superhero 3. special powers 4. bored (match to the pictures, T.11.33.2)

• Ex. 4: 1. A bird 2. 10 3. She plays computer games. 4. Yes, sometimes. 5. Yes, she is. 6. Yes, she can.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the 5Es Model stages?):*

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• *Areas for improvement (Student challenges / timing):*

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LESSON PLAN

Task-Based Learning (TBL)
(Pre-task • Task • Planning • Report • Language Focus)

Grade: 7	**Duration:** 50 mins
Chapter 11: I can remember everything!	**Unit 33:** More questions
Lesson C: My best memories	**Pages:** 204–205 (Student's Book)
Teaching Method: Task-Based Learning (TBL)	**Date:** …… /…… /20……

Content/syllabus connection: This final lesson of Grade 7 consolidates Unit 33 and the whole year. Students listen to the characters' best memories, write about their most memorable day, play 'Find the writer' and write 'I like you because…' notes to friends.

The aim to choose this Teaching Method (Task-Based Learning (TBL)): is to put a meaningful communicative task at the centre of the lesson. Students first do the task with the English they already have, then plan and report their results, and finally focus on accurate language. This helps students to write about their most memorable day and ask questions to find classmates' memories fluently and confidently, while the teacher monitors and gives feedback.

Teaching Materials:

- Student's Book (Grade 7, Chapter 11, Unit 33, Lesson C, pp. 204–205), Teacher's Guide Book and notebook.
- Audio tracks (T.11.33.3), speaker/phone, whiteboard, markers, small pieces of paper for 'I like you because…' notes.

  Teacher and students use the above materials to help and enhance the process of teaching and learning so that it goes smoothly and actively.

The way how students learn: students listen to models, then complete writing and speaking tasks that celebrate the year together.

Objective(s):

At the end of the lesson, students will be able to:

- **Knowledge:** Use past simple questions and answers and feelings vocabulary to talk about memories.
- **Skill:** Listen for detail, write a short recount and ask questions to identify writers.
- **Attitude:** Appreciate classmates, remember good moments and finish the year positively.

Procedures (50 Minutes — TBL):

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
1. Greeting: Greets the whole class warmly: "Good morning, everyone! How are you today?" **2. Attendance:** Checks attendance: "Who is absent today?" **3. Hygiene:** Checks classroom cleanliness: "Which group is in charge of cleaning the class today?" **4. Date:** Asks about the date and writes it on the board: "What day is it today? What is the date?"	**Step I: Opening (2 mins)** • Greeting • Attendance record • Praise or give advice • The date	1. Whole class stands up and greets back: "Good morning, teacher! We are fine." 2. Class monitor reports absent students. 3. Class monitor reports the group in charge of cleaning. *Today is: …… The date is: ……*
Activity 1: Warmer & lead-in (Ex. 1) 1. Banana-na chant, then pairs look at the pictures: "Why are they memorable?"	**Step II: 1. PRE-TASK (10 mins)** **Pre-task** • Warmer: Banana-na • Ex. 1: Why are these pictures memorable?	1. Chant and discuss the pictures.
Activity 2: Listening (Ex. 2–3) 1. Plays T.11.33.3; students point, then answer questions 1–6.	**Step III: 2. TASK (8 mins)** **Task (listening)** • Ex. 2: Point to the pictures (T.11.33.3) • Ex. 3: Answer the questions	1. Listen, point and answer.
Activity 3: Writing (Ex. 4) 1. Students write about their most memorable day using the prompts (what happened, how they felt, who was there) without their name.	**Step IV: 3. PLANNING (10 mins)** **Planning** • Ex. 4: Write about your most memorable day	1. Write a memorable day story.
Activity 4: Find the writer (Ex. 5) 1. Redistributes stories; students ask "Did you go to the beach? Who is your best friend?" to find the writer. **Activity 5: Kind notes (Ex. 6)** 2. Students write 'I like you because…' notes to as many friends as possible.	**Step V: 4. REPORT (12 mins)** **Report** • Ex. 5: Find the writer! • Ex. 6: I like you because…	1. Ask questions to find the writer. 2. Write kind notes to friends.

Teacher's Activities	Contents (Steps & Timing)	Student's Activities
Activity 6: Review & assessment 1. Quick review of the year's key grammar (is/are, can, past simple, comparatives) with 5 board questions. Students tick the Unit 33 checklist and the teacher thanks the class. **Closing & Homework (3 mins)** 2. Homework: Write a letter to your Grade 8 self: what you learned in Grade 7 English and your goals. 3. Reminder: "Read the Unit 33 words in the Word List (pp. 206–209) of your Student's Book." 4. Says goodbye: "Goodbye, everyone! See you next class."	**Step VI: 5. LANGUAGE FOCUS & CLOSING (8 mins)** **Language Focus** • Year review • Unit 33 checklist • Homework & Word List reminder (pp. 206–209) • Goodbye!	1. Answer review questions. 2. Tick the checklist. 3. Listen carefully and copy the homework into notebooks. 4. Stand up and say: "Goodbye, teacher!"

Quick Answer Key & Reference (Student's Book, pp. 204–205):

• Ex. 3: 1. No, he didn't. 2. Yes, he was. 3. On the table. 4. No, because he didn't like his partner. 5. Swimming and hiking 6. Yes, she is.

Teacher's self-reflection on today's lesson:

• *Strengths (What went well during the TBL stages?):*

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• *Areas for improvement (Student challenges / timing):*

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