



# Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: Vocabulary and grammar

Vertical Integration: tenses

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: Understand the difference between past and present time in events or situations.	<ul style="list-style-type: none"> <li>• SB: pages 4–5</li> <li>• WB: pages 4–5</li> </ul>	Direct instructions-	Performance	Rating scale	Warm up: Ask students to work in pairs for two minutes to discuss things they are and are not allowed to do at school. Then ask students to share their ideas with the class. PRACTICE Exercise 1. Go through the sentences with the class. Explain that each sentence has an underlined modal verb. For each sentence, students should match the function of the modal verb. Check answers as a class. Exercise 2. Ask students to read through the exercise in the Workbook and to circle the correct form to complete the sentences. Check answers as a class Exercise 3. Read through the four sentences with the class. Students should rewrite the sentences so that they have the opposite meaning, like the example given. Share answers as a class as there may be several possible answers. PRODUCTION Exercise 4. Students should choose the correct words a—c to complete the text about visiting Thailand. Check answers by reading the text aloud and asking individuals to give the correct answer for each blank. ) Exercise 5. Students should use the correct forms of be able or have to complete the four sentences. Go through the completed example. Check answers as a class. Exercise 6. Tell students that there are three miniconversations to read and that there is a choice of three or four forms which should be used to complete them. Read the first sentence of the first mini-conversation to demonstrate. Ask students to work in pairs to act out their completed work to review answers. Exercise 7. Students use between two and five words, including the word in bold, to complete the sentence so that it has the same meaning as the first one. Read through the first pair of sentences to demonstrate. Check answers as a class Exercise 8. Explain that this is a set of rules from a hostel. Students use modal verbs to complete the notice. Check answers as a class Exercise 9. Students write a short paragraph about things they are and aren't allowed to do. Stimulate ideas by asking students to share some ideas. Monitor students during the activity and offer support as necessary	(5 minutes)
2	understand simple phrases and sentences on topics of personal relevance		Presentation Discussion	Observation			(10 minutes)
			Group work- Pair work	Communication			(25 minutes)
			Critical thinking	Pencil & Paper Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning:: Vocabulary and grammar

Lesson Title: 2A LISTENING AND VOCABULARY (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Vertical Integration: Digital nomad lifestyle

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Initiate interaction and offers extended contributions.	<ul style="list-style-type: none"> <li>SB: page 6</li> <li>Online resources: Photocopiable Resource 25</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP : Allow students two minutes to think about the jobs that can be done from anywhere in the world using just a laptop. Ask students to share their ideas with the class.	(5 minutes)
2	• Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly		Presentation Discussion	Observation		PRESENTATION	
			Group work Pair work	Communication		Exercise 1. Students read the advert in pairs and discuss their answers to the questions	10 minutes
			Critical thinking	Pencil & Paper Reflection		PRACTICE	
						Exercise 2. Ask students to read the four questions they will need to answer. Play the recording. Check answers as a class	10 minutes
						PRODUCTION	
						Exercise 4. Students complete the seven phrases using words from the box. Check answers as a class	15 minutes
						Exercise 5. Students use the phrases completed in Exercise 4 to complete the sentences.	
						Exercise 6. Working in pairs, students take it in turns to ask and answer the questions they completed in Exercise 5, along with reasons for their answers. Monitor students during the activity and offer support as necessary.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: Vocabulary and grammar

Lesson Title: 2B LISTENING AND VOCABULARY (WB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Vertical Integration: -

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:	<ul style="list-style-type: none"> <li>• SB: page 6</li> <li>• WB: page 6</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP ask individuals to share their ideas about the importance of education.	(5 minutes)
	• Initiate interaction and offer extended contributions		Presentation Discussion	Observation		PRACTICE	
2	• Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly		Group work- Pair work	Communication		Exercise 1. Direct students to read the four sentences. Tell them they are going to hear four sentences about education. What do they notice happens to the sounds /t/ and /d/? Play the recording. Discuss ideas as a class.	(20 minutes)
			Critical thinking	Pencil & Paper		Exercise 2. Read through the Active Pronunciation box and then play the recording. In pairs, students should practise saying the words to each other in isolation and in phrases. Repeat the recording if necessary.	
				Reflection		Exercise 3. Students should practise saying the sentences from Exercise 1 in pairs.	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning : Vocabulary and grammar

Vertical Integration: linking words and devices

Lesson Title: 3A GRAMMAR (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Be able to express ideas and opinions on most topics without obviously searching for words	• SB: page 7; Grammar Reference page 70 • TB: Culture Notes page 114 • Online resources: Photocopiable Resource 26	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Put students into pairs and ask them to describe the photo. Give them a minute or two to discuss. Ask them if they would like to live in a house like this and say why they would or would not like to live there. Then ask students to share their reasons with the class.	(10 minutes)
2	• Express a wide range of ideas and opinions, and connect contributions to the other speakers coherently		Presentation Discussion	Observation		PRESENTATION Ask students to read the article. Working again in pairs, students should discuss if they still have the same thoughts about living in a house like this and why their opinion has or hasn't changed	(5 minutes)
3	• Maintain a straightforward description or narration using linking words and devices		Group work-Pair work	Communication		PRACTICE Exercise 3. Students should complete the sentences using either a/an, the, or no article (Ø). Direct them to the underlined examples in the article to help them. Monitor students during the activity and offer support as necessary. Check answers as a class.	(10 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 4. Using their answers to Exercise 3 to help them, students complete the article using a, the, or no article (Ø). Encourage them to read their completed article aloud to ensure they have chosen correctly. Check answers as a class. Refer students to the Grammar Reference section on page 70 for more information. Exercise 5. Students write the five sentences by reordering the words, adding a/an, or the where necessary. As before, encourage students to read their work aloud to ensure it makes sense. Check answers as a class. Exercise 6. In pairs, students use the sentences from Exercise 5 and rework them so they are true for them. Monitor students during the activity and offer support as necessary.	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Lesson Title: 3B GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: Vocabulary and grammar

Vertical Integration: tenses/ linking words

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Write sentences and phrases on familiar topics and in routine or everyday forms of writing • Recognise how linking words make connections within a text and use this information to support understanding • Understand simple grammatical meaning and linking of ideas	• SB: page 7 • WB: page 7	Direct instructions-	Performance	Rating scale	<p>. PRACTICE</p> <p>Exercise 1. Go through the eight sentences with the students. Ask them to cross out the word the where it is not correct. Encourage them to say their amended sentences aloud to ensure they make sense. Check answers as a class</p> <p>Exercise 2. Students should decide whether the underlined word in each of the ten sentences refers to a building (B) or an institution (I) and circle accordingly. Point out that the answers to 1 and 2 are different although the same word is underlined – can students explain why this is and what the difference between the sentences is? (The use of the). Check answers as a class.</p> <p>Exercise 3. Students could refer back to Exercise 3 from the Student's Book to remind them of the rules for using a/an, the, or Ø (no article). They complete the signs and notices using one of these options. Check answers as a class.</p> <p>PRODUCTION .</p> <p>Exercise 4. Students read through the telephone conversation and choose the correct option to complete the sentences. Encourage them to say their amended sentences to the class to ensure they make sense and to check answers.</p> <p>Exercise 5. When planning their paragraph, ask students to consider the rules from Exercise 3 in the Student's Book. This will help them both with choosing a/ an, the, or Ø (no article) correctly, and also ensure they write about a range of different features in their chosen city. They should review their writing with a partner, reading it aloud where necessary.</p>	(20 minutes)
2			Presentation Discussion	Observation			
3			Group work- Pair work Critical thinking	Communication Pencil & Paper Reflection			(25 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: Vocabulary and grammar

Vertical Integration: Living space descriptions

Lesson Title: 4A READING AND VOCABULARY (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Quickly scan long, complex texts for key information .	• SB: pages 8–9	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, ask them to think about how they like to spend time in their homes. Do they like to spend much time alone in their bedrooms? Then put them into pairs or small groups and ask them to discuss how they feel when they share a space with other people, e.g. in a library or on public transport. How do they feel if someone sits too close to them? How close is 'too close'? Set a time limit of two or three minutes for students to discuss the questions, then have a class discussion.	(5 minutes)
			Presentation Discussion	Observation			
2	• Guess the meaning of unfamiliar words when the context is familiar, including specialist subjects .		Group work- Pair work	Communication		PRESENTATION Exercise 1. In pairs, students look at the photos of small living spaces on pages 8–9 and review the question. Share opinions as a class. Exercise 2. Students read the article and match questions with paragraphs. Monitor students during the activity and offer support as necessary. You could use the recording when checking answers.	(10 minutes)
			Critical thinking	Pencil & Paper Reflection		PRACTICE Exercise 3. In pairs, students reread the article and answer the four questions. Monitor and offer support as necessary. Share answers as a class. PRODUCTION Exercise 4. Point out that there are highlighted words and phrases in the article. For each of the six definitions, students should find the matching highlighted word or phrase. Check answers as a class. Exercise 5. Students complete the questions with words and phrases from Exercise 4. Then ask them to work in pairs to ask and answer the questions. Ask students to say questions and answers aloud to the class to ensure they make sense and to check answers. Exercise 6. Students could work in pairs or small groups for this exercise. Allow students time to read the three questions and to discuss their answers, giving reasons and examples for their opinions. Share answers as a class.	(10 minutes)  (20 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: Vocabulary and grammar

Lesson Title: 5A VOCABULARY (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Vertical Integration: vocabulary :Household problems and solutions

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  Maintain a straightforward description or narration using linking words and devices  • Select language appropriate to the context and audience and paraphrases where necessary	<ul style="list-style-type: none"> <li>• SB: page 10</li> <li>• Online resources: Photocopiabl e Resource 27</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, put them into pairs or small groups and ask them to discuss whether they are practical people or not. Do they help around the house when things need to be fixed? Allow them one or two minutes to discuss, then ask some students to share their thoughts with the class.	(5 minutes)
2			Presentation Discussion  Group work- Pair work  Critical thinking	Observation   Communication  Pencil & Paper  Reflection		PRESENTATION Exercise 1. Refer students to the rubric. Read the questions as a class and ask students to discuss their thoughts with a partner. PRACTICE Exercise 2. Point out that Exercise 1 contains underlined verbs. Students should use the verbs in the box to rewrite the questions. Check answers as a class. Exercise 3. Draw students' attention to the four photos at the top of page 10 in the Student's Book. Students could work in pairs to say what they can see in the photos and if they have ever experienced these problems. What did they do to resolve these problems? Share answers and solutions to the problems as a class. Exercise 4. Refer students to the rubric. Allow students time to read the online article and check they understand the highlighted words and phrases. Refer students back to the photos and problems in Exercise 3. Students should match the problems with the descriptions. Check answers as a class. Exercise 5. Refer students to the Active Vocabulary box to study the notes about phrasal verbs. Explain that the text is an account of a household problem and how it was resolved. Allow students time to complete the text with the correct forms of the phrasal verbs in the box. Check answers as a class. PRODUCTION Exercise 6. Point out that the text in Exercise 5 has underlined parts. Direct students back to the third point in the Active Vocabulary box and go through the example. Ask some students to share their new versions of the text. Exercise 7. Ask students to talk in pairs about a household experience that they might have experienced or heard about, and try and use as many of the words and tenses they have used in this lesson as possible.	(5 minutes)   (20 minutes)   (10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with\_\_\_\_\_

Challenges that faced me\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_



**Lesson Plan**  
Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 5B VOCABULARY (WB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: Vocabulary and grammar

Vertical Integration: -

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: - • Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar • Understand the order of events in a simple text and differentiate between the beginning, middle and end of a simple narrative • Have an appropriate range of words, structures and phrases for familiar or everyday situations	• SB: page 10 • WB: page 8	Direct instructions-  Presentation Discussion  Group work- Pair work  Critical thinking	Performance	Rating scale	WARM-UP PRACTICE Exercise 1. Refer students to the rubric. Allow students time to read and match the two parts of the sentences. Check answers as a class. Exercise 2. Ask students to read the sentences and choose the correct words to complete them. Students can do the task individually and then compare their answers with a partner. Check their answers as a class Exercise 3. Refer students to the rubric. Go through the example with them. Students can rewrite the sentences using pronouns and making any other necessary changes. They could compare answers with a partner. Then check as a class.	(20 minutes)
2				Observation		PRODUCTION Exercise 4. Students complete the sentences, writing one word in each gap. The first letter of each word is provided to help them. Tell students they can refer back to the Student's Book if they need to. Check answers by asking students to read their completed sentences to the class. Exercise 5. Explain that the text is an informal note describing some household jobs that need to be done. Allow students time to complete the note, writing one word in each gap. Tell them that some answers have more than one possible answer. Check answers by asking students to read their completed notes to the class. Discuss any possible different answers that have been volunteered.	(25 minutes)
3				Communication Pencil & Paper Reflection		Exercise 6. Ask students to look at page 8 and find as many household problems as they can. They should then write a note describing four jobs that need doing around their house. Tell them to use as many of the phrases learnt in the lesson as possible. Explain that the jobs can be real or they can make them up	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Lesson Title: 6A SPEAKING (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning:- Vocabulary and grammar

Vertical Integration: -

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: <b>Communicate in basic and routine exchanges on familiar, everyday topics</b> • Reformulate simple responses or ask for clarification if communication breaks down • Help develop discussions by following up statements and inferences	• SB: <b>page 11; Communication page 77</b>	Direct instructions-	Performance	<b>Rating scale</b>	<b>WARM-UP</b> Exercise 1. Before students open their books, put them in pairs. Ask students to think about their bedrooms at home and to discuss with their partners how they personalise their rooms to make them feel like their own space. Nominate some people to share their answers with the class. Students then open their books and discuss the questions. Elicit answers.	(10 minutes)
2			Presentation Discussion	Observation		<b>PRESENTATION</b> Exercise 2. Refer students to the rubric. Ensure they are clear what they need to listen out for. Play the recording. Then check as a class.	(10 minutes)
3			Group work- Pair work	Communication		Exercise 3. Direct students to the Speaking box and explain that this is examples of how to give advice and instructions. Play the recording again. Students should complete the phrases as they listen. Check answers as a class.	(10 minutes)
			Critical thinking	Pencil & Paper		<b>PRACTICE</b> Exercise 4. Go through the Watch Out! box with the students. Explain that they can use the examples here to help them rewrite the sentences in the exercise. Allow them time to rewrite the sentences and then check answers as a class.	(10 minutes)
				Reflection		<b>PRODUCTION</b> Exercise 5. Direct students to page 77 in their Student's Book. Students should put the six instruction steps in order first and then match the instructions with the pictures. Then ask students to work in pairs to explain how to make the speaker. Advise them to use phrases from the Speaking box on page 11 and the phrases they wrote for Exercise 4. Allow students to write and rehearse their instructions and then share with the class to check answers.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 6: Where we live

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: Vocabulary and grammar

Vertical Integration: informal letter or email

Lesson Title: 7A WRITING (SB)+Revision

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  Show some awareness of logical ordering when producing a very short piece of writing	• SB: pages 12–13; Word List page 64	Direct instructions-	Performance	Rating scale	PRESENTATION Exercise 1. Direct students to the photos. Read the two questions to them and allow students time to discuss their answers and thoughts. Allow students to share with the class. Exercise 2. Read the writing task to the students. Allow them time to read the report. Monitor students during reading and offer support as necessary. Assist with vocabulary queries if required. Check answers as a class.	(15 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 3. Refer students to the rubric and the Writing box. Allow them time to complete the sentences and then check answers as a class.	(5 minutes)
2	• Have a basic understanding of standard features of texts when dealing with familiar topics or contexts for an article, review or informal letter or email		Group work- Pair work	Communication		PRODUCTION Exercise 4. Ask students to look at the diagram and read the rubric. Remind them of the examples of quantifiers in the Writing box. Allow students time to complete the diagram and check answers as a class. Exercise 5. Ensure that students are clear what is meant by countable and uncountable nouns. Direct them to draw a simple table with three columns: Countable nouns, Uncountable nouns and Both. Students should write each of the quantifiers from their completed diagram in Exercise 4 into the table. Review answers together. Exercise 6. Refer students to the rubric. Ask them to read the Watch Out! box. Allow students time to check each of the five sentences and to correct any mistakes. Ask for the mistakes they spotted and how they rewrote the sentences accordingly Exercise 7. Read the Writing task. Refer students to the rubric. Examine the survey results and pie chart. Take some verbal contributions to explain what they learn from the pie chart. How will this pie chart help students to come up with suggestions for their report? Allow students to plan and write their report.	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Class/Level 11<sup>th</sup> grade

Lesson Title: LIFE SKILLS 5–6

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning :vocabulary and grammar

Vertical Integration: -

Horizontal Integration: Society / National identity and world affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: <b>To develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.</b>	• SB pages 14–15	Direct instructions-  Presentation Discussion  Group work- Pair work  Critical thinking	Performance  Observation  Communication  Pencil & Paper  Reflection	Rating scale	<p><b>WARM-UP</b> Exercise 1. Ask students to look at the photos on page 15 in pairs and to discuss what they see. Refer them to the rubric. Read the two questions. Allow them time to discuss their answers and take ideas from the class to check.</p> <p><b>PRESENTATION</b> Exercise 2. Ask students to read the three notices on page 15. Refer them to the rubric. Allow students time to match the notices and questions. Check answers as a class.</p> <p><b>PRODUCTION</b> Exercise 3. Ask students to work in the same pairs as in Exercise 1. Refer them to the rubric and read the questions. Allow students time for discussion. Take class feedback.</p> <p><b>PRACTICE</b> Exercise 4. Refer students to the rubric. You may wish to ensure students are clear what is meant by the different types of development. Allow time for discussion and take some ideas from the class.</p> <p>Exercise 5. Refer students to the rubric. Ask students to read the Life skills box. Give them a few minutes to consider their own answers to the questions in the box. Working in pairs, ask students to interview their partner using the questions. Then swap over. Students should then discuss what volunteering projects would suit them. Take feedback from the class.</p> <p>Exercise 6. Ask students to read the question from the rubric. Allow time for discussion and take some ideas from the class. Ask students to list the suggested projects in preparation for Exercise 7.</p> <p>Exercise 7. Direct students to read the Life skills project. Decide if students will work in pairs or small groups.</p>	<p>(5 minutes)</p> <p>(5 minutes)</p> <p>(5 minutes)</p> <p>(20 minutes)</p>

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_  
 Challenges that faced me \_\_\_\_\_  
 Suggestions for improvement \_\_\_\_\_

**Lesson Plan**  
Unit Title :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: vocabulary and grammar

Vertical Integration: Vocabulary( Social issues)

Lesson Title: 1A VOCABULARY AND GRAMMAR (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: Understand simple conversations on familiar topics	<ul style="list-style-type: none"> <li>SB: pages 16–17; Grammar Reference page 70</li> <li>Online resources: Photocopiable Resource 28</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Read the quote to the students. In pairs, give them time to discuss what they think it means. Take feedback from the class.	(5 minutes)
2	• Understand simple phrases and sentences on topics of personal relevance		Presentation Discussion	Observation		PRESENTATION Exercise 2. Refer students to the rubric. Play the recording. Students should note what the clip describes and feed back to the class. Check answers as a class	(15 minutes)
3	• Recognise a wide variety of functional language in a conversation or talk if spoken clearly		Group work-Pair work	Communication		PRACTICE Exercise 4. Explain to students that they will hear the recording again. For each phrase and collocation from Exercise 3, they should note the phrase that is in the radio report. Play the recording. Allow time for students to record their answers and to check with a partner. Repeat the recording if necessary. Check answers as a class	(15 minutes)
4	• Follow different time aspects within a conversation or talk when spoken clearly		Critical thinking	Pencil & Paper Reflection		PRODUCTION Exercise 5. Refer students to the rubric. Explain that there are six sentences given in reported speech. Students should rewrite each sentence in direct speech. Allow students to complete the task and then play the recording so that they can self-check their answers. Exercise 6. Students should work in pairs. Allow students time to read and discuss each of the five questions. They should write down their answers, using Exercise 5 to give examples for each case. Check answers and examples as a class. Exercise 7. Read the two questions aloud to the class. Play the recording. Allow students time to complete their answers. Check answers as a class, asking students to give phrases from the recording as evidence. Exercise 8. Allow students time to read the rubric and then the examples of reported speech (a-c). Read aloud the three rules from the Student's Book. Students match the examples with the rules and feed back to the class. Exercise 9. Students should use their work from this lesson to help them rewrite the two statements in the Student's Book in reported speech. Ask students to share their new versions with the class, noting that there may be some small differences of words and phrases. Ask students to give positive and constructive feedback to their peers	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

**Lesson Plan**  
Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar

Vertical Integration: tenses

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:. • Understand the difference between past and present time in events or situations • Guess the meaning of unfamiliar words, when the context is familiar . • Show understanding of a series of exchanges in a range of familiar and unfamiliar contexts, with one person or more	• SB: pages 16–17 • WB: pages 12-13	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, ask them to refer to their homework and each share a reported sentence for a volunteer to change and say aloud as direct speech. PRACTICE Read aloud the first completed example to ensure students understand the task. Take any queries. Allow students time to read and choose the correct options. Check answers as a class.	(5 minutes)
2			Presentation Discussion	Observation		Exercise 2. Go through the task with the students to ensure they know what to do. Allow them time to choose the correct forms to complete the news report. Read the report to the class, asking volunteers to provide the correct answers at the appropriate points.	(10 minutes)
3			Group work- Pair work  Critical thinking	Communication  Pencil & Paper  Reflection		Exercise 3. Read the completed first sentence as an example. Take any questions. Allow students time to complete the sentences and check answers as a class PRODUCTION Exercise 4. Allow students time to read the rubric and text. Ask them to complete the sentences and check answers as a class. Exercise 5. Refer students to the rubric. Read the first question and answer aloud as an example. Allow students time to read and complete the remaining questions. To check answers, read the question aloud and ask a student to say their completed sentence so the class can check their answers. Exercise 6. This exercise builds on the skills practised in Exercise 5. Allow students time to read and complete the comments and questions as reported speech. Check answers as a class. Exercise 7. Go through the first example to ensure students are clear what is required of them. Students complete the remaining three sentences and share their answers as a class to check them. Exercise 8. Choose two students to read out the conversation in character to the class. Go through the example answer. Allow students time to complete the remaining reported speech by responding to the prompts. Check answers as a class.	(25 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

## Unit Title :Unit 7: Is it fair?

Lesson Title: 2A VOCABULARY (SB)

Class/Level 11<sup>th</sup> grade

Number of classes: Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar

Vertical Integration: **vocabulary: Social issues: environmental problems.**

Horizontal Integration : Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand the gist of a recording on a range of familiar and unfamiliar topics • Understand how turns are managed in simple conversations on familiar topics • Topics and contexts relate to 'own world' experiences • Topics and contexts are rooted in work, school, leisure but may expand beyond what is of direct personal relevance	• SB: page 18 • Online resources: Photocopiabl e Resource 29	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Put students into pairs. Read the social issues in the box to the class. Refer students to the rubric. Allow them time to discuss and answer the questions. Open a discussion with the class. There may also be different issues that students report back on. PRESENTATION Exercise 2. Refer students to the fact fi le and ask them to choose the correct words from the box. Check together as a class. PRACTICE Exercise 3. Refer students to the rubric. They complete the activity individually then check their answers as a class. Exercise 4. Go through the Active Vocabulary box with the students. Give additional examples for each of the suffi xes given. Ask the students to contribute more words if they can. Refer students to the rubric for the exercise. Allow them time to complete the table, using the Active Vocabulary box to help them. Check answers as a class. PRODUCTION Exercise 5. Tell students they are going to listen to five pairs of words and identify whether the stress is on the same syllable in both words. Give some examples to make sure they can identify main stress on words, for example, ex'pansion / ex'pansive (main stress on same syllable), a'cademy / aca'demic (main stress on different syllable). Play the recording, allowing students time to complete their answers. Check answers as a class, replaying the recording as necessary Exercise 6. Students should work in small groups. Refer them back to the fact file in Exercise 2. Allow students time to discuss which of the social issues mentioned they think are the most important to solve and why. Ask the class to feed back and open discussions and conclusions with everyone.	(5 minutes)
2			Presentation Discussion	Observation			(10 minutes)
3			Group work Pair work	Communication			(10 minutes)
4			Critical thinking	Pencil & Paper Reflection			(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with\_\_\_\_\_

Challenges that faced me\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_

## Lesson Plan

Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 2B VOCABULARY (WB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar -

Vertical Integration :derivation

Horizontal Integration: Society / Environment / Welfare\_\_\_\_\_

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Participate in spontaneous interactions on familiar topics connected to the wider world	• SB: page 18 • WB: page 14	Direct instructions-	Performance	Rating scale	WARM-UP Put students in pairs. Ask them to tell each other about the ideas they thought of/found for their homework. Can their partner come up with any more suggestions?	(5 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 1. Refer students to the rubric. Allow students to match the two parts of the sentences. Check answers as a class.	(25 minutes)
			Group work- Pair work	Communication		Exercise 2.. Allow students time to complete the table. Point out that some of the words may need other changes. Also accept other possible answers mentioned in the answer key checking meaning where necessary. Encourage students to add more words where they can. Check answers as a class and then ask for any extra words that students have written.	
			Critical thinking	Pencil & Paper  Reflection		Exercise 3. Students should choose the correct words to complete the sentences. Ask them to check their answers with a partner, before checking as a class. Exercise 4. Explain that the text is an equality policy from a university. Ensure students know what a policy is. Allow students time to complete the missing words in the policy, using the correct form of the words in brackets. Check answers as a class. PRODUCTION Exercise 5. Refer students to Exercise 1 and ask them to select a topic. Tell them they are going to write a paragraph for a short news report on their chosen topic. Give students time to write. When they have finished writing, put students in pairs for some peer correction. Get them to read each other's paragraphs and think about what their partner has done well and what could be improved.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with\_\_\_\_\_

Challenges that faced me\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_



## Lesson Plan

Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 3A LISTENING AND VOCABULARY (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar

Vertical Integration: -

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand the main information in talks on both familiar and unfamiliar topics • Understand a wide range of words and phrases associated with familiar and some unfamiliar topics when spoken clearly .	• SB: page 19 • Online resources: Photocopiable Resource 30	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to look at the photos at the bottom of the page in the Student's Book. Explain that these are all photos from documentary films. Refer students to the rubric. Allow them time to respond to the questions and to share with the class	(10 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Refer students to the rubric. Explain that the three descriptions are of the three documentary films shown at the bottom of the page in the Student's Book. Allow students time to read the descriptions. Check answers as a class. Accept reasonable suggestions for the social problems in addition to suggestions in the answer key	(5 minutes)
2			Group work- Pair work	Communication		PRACTICE Exercise 3. Refer students to the rubric. Ensure they are clear how to complete the exercise. Play the recording. Check answers as a class, repeating the recording if necessary	(10 minutes)
			Critical thinking	Pencil & Paper Reflection		PRODUCTION Exercise 4. Put students in pairs. out that each pair of sentences contains words or phrases with slight differences. Ask students to discuss the differences in meanings between the highlighted words and phrases. For each pair of sentences, ask students for feedback. Exercise 5. Students should work in pairs or small groups. Refer students to the rubric. Read the two questions aloud to the class. Allow them time to discuss the questions. Monitor students during the activity and offer support as necessary. Check answers to question 1 as a class. Then open a class discussion about other documentary films that try to raise awareness of social issues.	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Lesson Title: 3B VOCABULARY (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: - vocabulary and grammar

Vertical Integration: -

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand detailed, complex and abstract discussions and presentations on technical and professional topics	• SB: page 19 • WB: page 15	Direct instructions-	Performance	Rating scale	WARM-UP Hold a class discussion about social issues raised in documentary films . Students should use their homework from the last lesson to help them.	(10 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 1 Check that they understand what a collocation is (two or more words which often go together, e.g. do your homework, not make your homework). Students complete the exercise, then check their answers as a class.	(10 minutes)
			Group work- Pair work	Communication		PRODUCTION Exercise 2. Explain to students that they are going to listen to some sentences about films. Refer them to the rubric and the sentences. Point out that there are underlined syllables in the sentences and they should focus on these when they listen to the recording. Play the recording, repeating if necessary. Take feedback from the class.	(20 minutes)
			Critical thinking	Pencil & Paper Reflection		Exercise 3. Read the Active Pronunciation box to the class. Play the recording once. Then play the recording again, pausing for students to repeat each word. Exercise 4. Play the recording to the students.. As they listen again, they should tick the words where the underlined sounds include aspiration. Play the recording two more times to allow students to listen and check their answers. Then ask them to repeat the words from the exercise.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: vocabulary and grammar

Lesson Title: 4A READING AND VOCABULARY (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Vertical Integration: vocabulary: Vocabulary: Kindness and charity

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand colloquial usage specific to the context and a range of connotative meanings • Understand a wide and varied range of vocabulary, collocations and some complex functional language • Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar • Topics are still broadly focused on familiar contexts but may expand beyond what is of direct personal relevance	• SB: pages 20–21 • Online resources: Photocopiable Resource 31	Direct instructions-	Performance	Rating scale	<b>WARM-UP</b> Write the phrase ‘pay it forward’ (meaning to respond to kindness from someone by being kind to someone else in turn) on the board. Elicit ideas from students about what it means and see if they can offer examples.	(5 minutes)
2			Presentation Discussion	Observation		<b>PRESENTATION</b> Exercise 1. Ask students to look at the titles on page 21 in pairs and discuss their meanings. Give them a few minutes and then open the discussion up to the class. You may want to explain that they are all based on English idioms which are set phrases that have a particular meaning that isn’t always clear from just looking at the meaning of the individual words. The titles are all playing on the content of the stories and mixing that with the idioms. Note the definitions.	(10 minutes)
3			Group work- Pair work	Communication		<b>PRACTICE</b> Exercise 2. Ask students to match the vocabulary to the definitions individually, then check in pairs. Check answers as a class. You may want to model or elicit correct pronunciation of each of the words, paying attention to number of syllables and the correct stress as underlined in the Answer key	10 minutes)
4			Critical thinking	Pencil & Paper		Exercise 3. Go through the Active Reading box with the class. For the example, you may want to point out that ‘bringing in \$26,593’ doesn’t mean anything by itself which is why it is a dependent clause - you need other information to make sense of it. You may want to elicit what it relates to by asking the following questions: What brought in the money? (The fund-raising activity) Where did the money come from? (From people donating to the activity) Who did the activity? (Lisa). Then ask students to complete the same process individually with the underlined sentences in the text and check in pairs. Check answers as a class.	(15 minutes)
			Problem-solving induction	Reflection		<b>PRODUCTION</b> Exercise 4. Ask students to read the text again carefully individually and choose the correct answers to the questions. Check or elicit answers as a class. When you have finished, you may want to discuss the article as a class. Ask students which story they thought was the most interesting? Which person showed the most kindness? If they have seen any businesses operate a similar system to the ‘Pie it forward’ scheme in text B? Exercise 5. You may want to put students in pairs to begin with, then ask them to join another pair to discuss their ideas. Alternatively, you may want them to discuss as a group from the beginning. Use your knowledge of the community where the school is to suggest possibilities of ways students could help others, or elicit ideas from students.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

**Lesson Plan**  
Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 5A GRAMMAR (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar

Vertical Integration: reported speech

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the main information in extended informal conversations if spoken clearly • Understand the main information in extended informal and formal conversations at natural speed • Understand extended narratives, simple factual news stories, text and social media messages and detailed instructions • Understand simple phrases and sentences on topics of personal relevance	• SB: page 22 ; Grammar Reference page 71; Communication pages 76 and 79 • Online resources: Photocopiable Resource 32	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1.. Make it clear that they should only read the news headline and not the following report. Ask students for their responses to the question PRESENTATION Exercise 2. Allow students time to read the news report. Refer them to the questions in the exercise rubric. Take responses from students to share with the rest of the class. Do they agree? Ask students how they came to their conclusions PRACTICE Exercise 3. Play the recording. Repeat if necessary and then listen to students' ideas. Exercise 4. Refer students to the exercise in the Student's Book. Explain that you will play the recording which is excerpts from the previous discussion they listened to. As students listen, they should complete the sentences with the correct form of the verb in brackets. Play the recording. Repeat if necessary and then check answers as a class. Exercise 5. Go through the Grammar box. Point out that Exercise 4 has underlined verbs, and these should be used to complete the blanks here. Allow students time to complete the exercise and review answers as a class. PRODUCTION 1 Exercise 6. Ensure they are clear that they should use the verbs given in the Grammar box. If necessary, demonstrate how the first sentence would be written in reported speech, with input from the class. Allow students time to complete the task. Ask individuals to share a sentence with the class to check answers. Exercise 7. Put students into pairs, Student A and Student B. They take it in turns to read a news report about an unfair situation and tell their partner about what happened. They need to use reporting verbs to replace underlined sections of the text. Monitor as they are speaking and correct reporting verb structures when necessary.	(5 minutes)
2			Presentation Discussion	Observation			(5 minutes)
3			Group work- Pair work	Communication			(20 minutes)
4			Critical thinking	Pencil & Paper			
5				Reflection			(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

## Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: vocabulary and grammar

Lesson Title: 5B GRAMMAR (WB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Vertical Integration:-

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing	• SB: page 22 • WB: page 16	Direct instructions-  Presentation Discussion  Group work- Pair work	Performance  Observation  Communication	Rating scale	WARM-UP Students should share the reporting verbs they listed for homework. Choose a few verbs and ask students to come up with examples of direct speech which would use these verbs when rewritten as reported speech. PRACTICE 1 Exercise 1. Students should reorder the sentences containing reporting verbs so they make sense. Go through the first example with the class. Allow students time to complete the task. Ask individual students to read their sentences to check answers as a class. Exercise 2. Explain that each sentence in direct speech in the exercise matches reported speech in Exercise 1. If necessary, match the first sentence. Then allow students time to complete the task. Check answers as a class. Exercise 3. Refer students to the rubric. Allow students time to complete the task. Encourage students to read their completed sentences aloud to ensure they sound correct. Check answers as a class. PRODUCTION Exercise 4. Students use their learning in the lesson to help inform them to rewrite sentences in reported speech, ensuring they use suitable reporting verbs. Go through the first example with the class. When completed, ask students to share their sentences and compare any different responses. Exercise 5. Refer Ensure students are clear what is required and allow them time to write down and practise saying sentences that have been said to them. Share sentences with the class. Ask students to provide positive and constructive feedback to their peers.	(5 minutes)
2	• Write straightforward connected text on routine factual information or topics which are familiar and on personal interest		Critical thinking  problem-solving	Pencil & Paper  Reflection			(20 minutes)  15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 6A SPEAKING (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar -

Vertical Integration: -

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Communicate in basic and routine exchanges on familiar, everyday topics • Use a range of words, structures and simple collocations ( • Help develop discussions by following up statements and inferences	• SB: page 23	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Refer students to the rubric. Ensure students are clear what is meant by a message board and where they might find one. Ask students their own opinions on the issue raised. Take thoughts and feed back as a class.	(5 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 2. Ask students to copy the table given in the Student's Book. Explain that students are going to listen to a recording of a discussion between a group of friends about acceptable behaviour and their thoughts about it. As they listen, they should complete the table. Play the recording, repeating if necessary. Allow students time to complete their notes and then share answers as a class.	(15 minutes)
3			Group work- Pair work  Critical thinking	Communication  Pencil & Paper  Reflection		PRACTICE Exercise 4. Ask students to look at their completed Speaking box. Refer them to the question in the rubric. Students could discuss their thoughts with a partner. Ask some students to say some sentences from the Speaking box aloud, repeat back to enhance the emotion in the delivery where necessary. Exercise 5.. Play the recording, more than once if necessary. Students note if the speaker has a strong opinion or is more tentative. Check answers as a class. Ask students to explain how they made their decisions. PRODUCTION Exercise 6. Put students into groups. Refer students to the rubric and read the two questions aloud. Students should use phrases from the Speaking box in their discussions. Monitor students during the activity and offer support as necessary. Open discussion to the whole class.	(10 minutes)

(Daily follow – up ta

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson Plan

## Unit Title : :Unit 7: Is it fair?

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Lesson Title : 7A WRITING AND VOCABULARY (SB)+Revision

Previous Learning: vocabulary and grammar

Vertical Integration:

Horizontal Integration: Society / Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:	• SB: pages 24–25, Word List on page 65	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Put students into pairs. Ask them to quickly tell their partner what they know about hyenas. Share knowledge with the rest of the class. Allow students time to read the article from the Student's Book. Monitor students during the activity and offer support as necessary.	(5 minutes)
2	• Express opinions in short simple essays on familiar topics		Presentation Discussion	Observation		PRESENTATION Exercise 2. Read the Writing task to the class. Point out the two underlined parts in the Student's Book. Students should reread the text to find where the writer has addressed these parts in their writing. Check answers as a class.	5 minutes
3	• Communicate with accuracy on a wide range of topics		Group work- Pair work	Communication		PRACTICE Exercise 3. Draw students' attention to the Writing box in the Student's Book. Read it aloud. Refer students to the rubric and read the three questions. Put students into pairs. Allow them time to discuss the questions. Monitor students during the activity and offer support as necessary. Take feedback.	
	• Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing		Critical thinking	Pencil & Paper		PRODUCTION Exercise 4. Students should look at each group of verbs in the Student's Book. They then reread the article on page 24 to complete the missing verbs. Check answers as a class and ask them to say where they found the word in the text.	(5 minutes)
				Reflection		Exercise 5. Allow students time to read and match the groups of verbs with the general meanings from the table. Check answers as a class. Exercise 6. Refer students to the rubric. Allow students time to read and complete the sentences with the correct prepositions. Check answers as a class. Exercise 7. Read the issues from the box to the class. Each of these issues is referred to in Exercise 6. Allow students time to match the sentences with the issues. Check answers as a class. Exercise 8. Read the Writing task to the class. Refer students to the rubric. Ask them to write about an environmental issue they feel strongly about. Draw students' attention to the features their article should contain in the Writing box.	(25 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning: vocabulary and grammar

Lesson Title: 1A VOCABULARY AND GRAMMAR (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Vertical Integration: Vocabulary: • The Internet of Things, technology synonyms, phrasal verbs

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Use the infinitive and gerund forms of passive structures to talk about actions	<ul style="list-style-type: none"> <li>SB: pages 26-27; Grammar Reference page 71; Communication page 77</li> <li>TB: Culture Notes page 114</li> <li>Online resources: Photocopiable Resource 33</li> </ul>	Direct instructions-  Presentation Discussion  Group work-Pair work  Critical thinking	Performance	Rating scale	WARM-UP Exercise 1. Put students into pairs and give them one minute to look at the photos. Explain that the Internet of Things (IoT) refers to machines that gather, store and analyse data which can be uploaded to the Internet. Ask them to discuss with their partners what other examples of technology (either current or future) they can think of for each category, if they are excited about the possibilities offered by the Internet of Things, and why or why not. When they have finished, ask them to share their thoughts with the class. You can refer to page 114 of the Teacher's Book for more information on the Internet of Things.	(5 minutes)
				Observation			
				Communication		PRESENTATION Exercise 2. Go through the phrases, directing attention to the word box and questions, and clarify as necessary. Draw students' attention to the terms that are being used as verbs, such as alert and hack. Go through the first question with the class, then ask students to complete the remaining sentences in pairs. Check answers as a class	(15 minutes)
				Pencil & Paper		Exercise 3. Explain that students will hear a recording taken from a podcast. Ask students to listen for any of their ideas from Exercise 1. Play the recording. Then ask students to give examples for and against the Internet of Things. For the first question, remind the students of some of the ideas discussed during Exercise 1. For the second question, students discuss the positives and negatives in pairs.	
				Reflection		PRACTICE Exercise 4. Some students may need to be reminded of tenses and grammatical forms. Go through the first example with the class, before asking them to discuss their answers in pairs. Monitor during the activity and offer support as necessary. Ask volunteers to share their answers at the end. Exercise 5. Complete this exercise either separately or when students volunteer their answers at the end of Exercise 4. Guide students to the answers where necessary. Refer students to the Grammar Reference section on page 71 for more information.	(10 minutes)
						PRODUCTION Exercise 6. Students read the sentences and complete the second sentence so it means the same as the first one, using infinitive or gerund passive forms. If necessary, go through the first sentence as a class. Then students complete the sentences and check their answers in pairs Exercise 7. In pairs students look at the image of the smart suitcase on page 77 and answer the questions	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: the infinitive and gerund .

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand the difference between past and present time in events or situations • Use vocabulary appropriately for the topic • Use the infinitive and gerund forms of passive structures to talk about actions	• SB: pages 26–27 • WB: pages 20-21	Direct instructions-	Performance	Rating scale	WARM-UP Remind students when we use the passive form and give them a couple of simple example sentences to put in the passive form.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 1. Go through the example with the class, pointing out they have part of the sentence to help them. Students then rewrite the sentences in the passive. Check answers as a class.	(25 minutes)
3			Group work-Pair work Critical thinking	Communication Pencil & Paper Reflection		Exercise 2. Ask students to read through the sentences in Exercise 2 and decide if they need by or with to complete them. Check answers as a class. Exercise 3. Read through the four sentences with the class. Students should complete the sentences with the correct forms of be. Check answers as a class as there may be several possible answers. Exercise 4. Students read the word box and the sentences. Students should complete the sentences with the correct passive forms of the verbs from the box. Exercise 5. Students should use the correct passive forms to complete the email. Go through the completed example. Check answers as a class. Exercise 6. Students should read through the exercise and complete the sentences using the word in bold and up to 5 words. Ask students to work in pairs to act out their completed work to review answers. Exercise 7. Students read the advert and complete it with the correct active or passive forms in brackets. Check answers as a class. PRODUCTION Exercise 8. Students write a short paragraph explaining some of the functions of a pair of 'smart shoes'. Stimulate ideas by asking students to share some ideas. Monitor students during the activity and offer support as necessary	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 2A SPEAKING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning :vocabulary and grammar

-Vertical Integration:-

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:	• SB: page 28	Direct instructions-	Performance	Rating scale	WARM-UP Ask the students what they remember about the Internet of Things and the vocabulary they learnt in Lesson 1A. Ask students for examples of IoT devices and conclude by putting the students in pairs for the following exercises.	(5 minutes)
	• Extract key information from a linguistically complex academic text, if guided by questions		Presentation Discussion	Observation		PRESENTATION Exercise 1. Talk to students about the different kinds of IoT devices, providing your own recollection of when they might have first become available and when you first used or owned one yourself. Students may be surprised at how new or old these devices are. For the second question, introduce students to the graph. Ask students to consider if it shows how popular IoT devices are in different continents or how many are sold. Put students into pairs and encourage them to think about the difference, and what that might mean (i.e. Asia sells the most IoT devices not because they are more popular there, but because there are more people).	(10 minutes)
2	• Guess the meaning of an unfamiliar word from context in a linguistically complex academic text		Group work-Pair work	Communication		Exercise 2. Go through the phrases in the word box as a class if needed. Then in pairs, students work together to fill in the blanks.	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 3. Play the recording for students to check their answers.	
			Problem-solving	Reflection		PRACTICE Exercise 4. Help the students to explore the different ways of introducing, describing or summarising data in the Speaking box, covering the vocabulary carefully. Ask students to complete the exercise in pairs, working through the first sentence from Exercise 2 together. One way this sentence could be rewritten would be to say 'The number of IoT devices used globally has increased steadily.' Ask students to develop this sentence by beginning it with the period covered by the graph (e.g. 'During the period 2009–2024...'). Exercise 5. Explain that students must listen carefully to the recording to complete the graph with a line for fitness trackers. Students will listen to the recording once, and then again, to help check or correct their work.	(10 minutes)
						PRODUCTION Exercise 6. Before students start, ask them to take out the graphs they brought in for homework. Give them time to discuss what they show in pairs. Students can complete the lines in pairs, and then feed back to the rest of the class	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 3A VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: idiomatic phrases in routine situations

Horizontal Integration: Culture/ Science and Technology -

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:	<ul style="list-style-type: none"> <li>SB: page 29</li> <li>Online resources:</li> </ul> Photocopiable Resource 34	Direct instructions-	Performance	Rating scale	WARM-UP	(5 minutes)
			Presentation Discussion	Observation		Exercise 1. Put students in pairs and ask them to look at the cartoon and read the title of the article. Ask them to discuss with their partner what they think an 'early adopter' is in terms of technology and whether they are early adopters. Then, invite students to share their ideas with the class	(10 minutes)
			Group work- Pair work	Communication		PRESENTATION	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 2. Ask students to read the short article . As a class, discuss if the ideas they talked about match the ones in the article. How are they different? How are they similar?	
			Problem-solving	Reflection		PRACTICE	
						Exercise 3. Go through the first answer together, then students, in pairs, complete the exercise. Check answers at the end. Now students are familiar with the article, ask them to consider the cartoon: what is the joke being made? If students are struggling to understand, ask them to notice the square wheels on the caveman's cart. Exercise 4. Go through the Active Vocabulary box with the students. If there's time, ask them to think of some examples of synonyms. What are the connotations of the words they come up with? In pairs, students complete the exercise, then check the answers at the end. PRODUCTION Exercise 5. Ask the students to discuss outdated or obsolete technology in pairs. Encourage them to try to use the vocabulary from the article and Active Vocabulary box where appropriate. Listen and offer support if necessary	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 3B VOCABULARY (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: idiomatic phrases in routine situations    Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Guess the meaning of unfamiliar words, when the context is familiar  • Participate in spontaneous interactions on familiar topics connected to the wider world.	• SB: page 29 • WB: page 22	Direct instructions-	Performance	Rating scale	WARM-UP Do a quick brainstorm activity and ask students to think of as many technology terms as they possibly can. Write some of the most mentioned on the board for reference.	(5 minutes)
			Presentation Discussion	Observation		PRACTICE	
2			Group work- Pair work	Communication		Exercise 1. Students read the clues and fill in the crossword. Check answers as a class	(25 minutes)
			Critical thinking	Pencil & Paper		Exercise 2. Students read the sentences and choose the correct words to fill the gap. Check answers as a class	
			Problem-solving	Reflection		Exercise 3. Students read and complete the mini-conversations using the words in bold. Remind them there is a word they don't need in each group. Check answers as a class.	
						PRODUCTION	
						In pairs, ask students to have a mini-conversation about one of the devices they have at home, how old it is, what they use it for, how it could be improved. Encourage them to use vocabulary and sentence structures from the lesson	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 4A READING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning :vocabulary and grammar

-Vertical Integration: Phrasal verbs

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Read simple texts aloud including short unrecognised items  • Scan an extended text, or a number of short texts, to find specific information	• SB: pages 30-31 • TB: Culture Notes page 114	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to read and listen to the first paragraph of the article. Then put the students in pairs or small groups and ask them to discuss whether the person's experience is positive or negative and why they think the person feels that way. Ask some students to share their thoughts with the class. You can refer to page 114 o the Teacher's Book for more information on ASD, Chris Milk, TED talks and the National Autistic Society.	(5 minutes)
			Presentation Discussion	Observation			(10 minutes)
2			Group work- Pair work	Communication		PRESENTATION Exercise 2. Ask students to read the article. As a class, discuss which other experiences are mentioned in the article. Help students with any new or unfamiliar vocabulary	(15 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Explain the first question and help students to arrive at the correct answer. Ask students to answer the remaining questions in pairs. Check the answers with the class at the end. Exercise 4. Ask students to match the phrasal verbs which are highlighted in the article with the underlined parts of the sentences. They may need to change the forms of the verb. Provide answers at the end.	(10 minutes)
			Problem-solving	Reflection		PRODUCTION Exercise 5. Encourage the students to think creatively when trying to answer the questions. Provide guidance during their discussions.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 5A LISTENING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Show understanding of extended exchanges, in informal and some formal contexts .</li> <li>• Understand the gist of a recording in a range of familiar and unfamiliar topics .</li> <li>• Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words</li> </ul>	<ul style="list-style-type: none"> <li>• SB: page 32</li> <li>• Online resources: Photocopiable Resource 35</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP	(5 minutes)
2			Presentation Discussion	Observation		Exercise 1. Before students open their books, ask them if they know what the word 'selfie' means. Explain that the word means taking a photo of yourself, usually with a mobile phone. Then put the students in pairs and ask them to think about why people take selfies and if they ever take selfies, and if they do, say why	(10 minutes)
3			Group work- Pair work	Communication		PRESENTATION	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 2. Students listen to the radio programme and make a note of the reasons for taking selfies that are mentioned. Ask if they can think of any other reasons people might take selfies.	
			Problem-solving	Reflection		PRACTICE	
						Exercise 3. Explain the first question and help students to choose the correct answer. Ask students to answer the remaining questions in pairs. Check the answers with the class at the end.	(10 minutes)
						Exercise 4. Ask students to look at the words in the box. Encourage them to check the meaning of any new or unfamiliar words with you or other students. Pairs work together to decide which words should fill the gaps. Then play the recording again so that they can check their answers.	
						PRODUCTION	
						Exercise 5. Students should think carefully about these questions; they may be difficult to answer, as students explore some of the more negative sides of selfies. Encourage positive responses to the idea of flaws in question 2, e.g. People try to remove flaws to make them seem 'perfect'. Would the world be boring if everyone looked 'perfect'? Isn't everyone's idea of 'perfect' different?	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Date : From        /        To        /

-Vertical Integration: -

## Horizontal Integration: Culture/ Science and Technology

No	Specific Outcomes	Material/Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Demonstrate understanding by contributing to, and managing discussions  • Express opinions in short simple essays on familiar topics	• SB: page 32 • WB: page 23	Direct instructions-	Performance	Rating scale	WARM-UP Ask students to describe their favourite app and give a reason as to why it's popular.	(5 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 1. Go through the example with them. Students match the adjectives from the word box with their definitions. They could compare answers with a partner. Then check as a class.	(15 minutes)
			Group work-Pair work	Communication		Exercise 2. Students complete the sentences using the adjectives from Exercise 1. Check answers by asking students to read their completed sentences aloud to the class	
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 3. Students write a short paragraph about their favourite app. Students can then swap and compare paragraphs	
2			Problem-solving	Reflection		Exercise 4. Explain to students that they are going to listen to some sentences about apps. Refer them to the rubric and the sentences. Point out the underlined words all have the letter a in them. They should focus on these when they listen to the recording. Play the recording, repeating if necessary. Take feedback from the class. Exercise 5. Read the Active Pronunciation box to the class. Refer students to the rubric. Play the recording more than once if necessary. Exercise 6. Read the two letter a sounds in cat and start. Students then work in pairs to complete the table. Then ask them to repeat the words in each column.	(20 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with

### Challenges that faced me

### Suggestions for improvement

## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 6A GRAMMAR (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning :vocabulary and grammar-

-Vertical Integration: -

Horizontal Integration : Culture/ Science and Technology

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Extract key information from a linguistically complex academic text, if guided by questions .	• SB: page 33; Grammar Reference page 72 • Online resources: Photocopiable Resource 36	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Before students open their books, ask them what they found out about the inventor Alexander Graham Bell for homework. Then ask them to discuss the question. Do they think the telephone is most important, or another invention? Encourage them to give reasons.	(10 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Ask students to read the article and note down any pieces of information that may not be completely true.	(10 minutes)
			Group work- Pair work	Communication		PRACTICE Exercise 3. Guide students through the Impersonal passive structures box, then work through the exercise as a class. Ask students to find five more examples of the same patterns in the article.	(5 minutes)
			Critical thinking	Pencil & Paper		Refer students to the Grammar Reference section on page 72 for more information.	
			Problem-solving	Reflection		PRODUCTION Exercise 4. Complete the first question together. Ask students to write their answers down. They can work in pairs to rewrite the sentences. Check through their answers at the end. Exercise 5. Complete the first sentence together. Ask students to write their answers down. They can work in pairs to rewrite the sentences. Check through their answers at the end.	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



## Lesson Plan

Unit Title : Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 6B GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: clauses and functional language

Horizontal Integration : Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Communicate using longer stretches of connected clauses and functional language	• SB: page 33 • WB: page 24 • TB: Culture Notes page 114	Direct instructions-  Presentation Discussion  Group work- Pair work  Critical thinking  Problem-solving	Performance	Rating scale	WARM-UP Ask students what they can remember about Alexander Graham Bell and the telephone. Try to encourage them to use impersonal passive structures where appropriate, e.g. It is believed that he was not the only person who invented the telephone.	(5 minutes)
				Observation		PRACTICE Exercise 1. Ask students to read the different passive uses and match them with the sentences 1–6. Go over the sentences as a class.	(25 minutes)
				Communication		Exercise 2. Refer students to the rubric. Students choose the correct form to complete the sentences. Allow students time to complete the sentences. Check answers as a class	
				Pencil & Paper		Exercise 3. Refer students to the rubric. Go through the example with the class. Remind students to use their knowledge of passives to help them to put the words in brackets in order. Allow students time to complete the sentences. Check answers as a class. You can refer to page 114 of the Teacher's Book for more information about Ray Tomlinson	
				Reflection		Exercise 4. Ask students to complete the sentences with the correct impersonal passive forms of the words in brackets. Remind students that sometimes more than answer is possible. PRODUCTION Exercise 5. Ask students to use impersonal passive structures to report five opinions about teens and technology. To make this more realistic students could tell a partner and they report them in passive structures, then swap over.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title :Unit 8: Digital perspectives

Class/Level 11<sup>th</sup> grade

Lesson Title: 7A WRITING (SB)+Revision

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning: vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: : Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Extract key information from a linguistically complex academic text, if guided by questions .	• SB: pages 34-35; Word List page 66; Communicati on page 77	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to reflect on the information available about them on social media that they did for homework. Then put students into pairs and give them one or two minutes to discuss the questions in the quiz. Encourage them to share their thoughts. Ask them to check their answers on page 77.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Divide the class into pairs. Ask students to read the Writing task and check that they understand the topic (a for-and-against essay about companies using cookies to track our data in order to target advertising and content to us). Elicit one argument for and one against then ask pairs to note down more arguments. Point out that this is also known as an argumentative essay	(15 minutes)
			Group work- Pair work	Communication		Exercise 3. Ask students to read the student's essay on page 34 and find out how many of their ideas are mentioned. Elicit which arguments for and against are mentioned in the essay.	(10 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 4. Complete the exercise as a class, inviting students to help complete the sentences. Exercise 5. In pairs, students look at sentences 1-5 again and identify the linking word used, and its purpose. Exercise 6. Students decide which sentences go together, then rewrite using the linker in brackets.	(10 minutes)
			Problem-solving	Reflection		PRODUCTION Exercise 7. Ask students to read the Active Writing advice and check their understanding of the points made. As well as presenting arguments for and against, they need to state how valid these arguments are and give reasons. Ask them to read the Writing task and make notes about arguments for and against the topic before they start writing their essay, which should be set for homework	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Class/Level 11<sup>th</sup> grade

Lesson Title: LIFE SKILLS 7–8

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning :- units 7+8

-Vertical Integration -

Horizontal Integration : Culture/ Science and Technology

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Initiate interaction and offer extended contributions	• SB: pages 36-37	Direct instructions-	Performance	Rating scale	WARM-UP / PRESENTATION Exercise 1. In pairs, students discuss the questions. Encourage pairs to share their experiences with the class. Answers Students' own answers	(5 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 2. Students read the article and answer the questions. Monitor and help with any unknown vocabulary. Students compare answers in pairs and then go through them as a class.	(20 minutes)
			Group work- Pair work	Communication		Exercise 3. Back in pairs, students read the questions and discuss them.	
			Critical thinking	Pencil & Paper		Exercise 4. Ask students to discuss the four questions in pairs, encourage them to give reasons why they think a statement is true or false. Do not elicit feedback at this stage.	(15 minutes)
			Problem-solving	Reflection		Exercise 5. Play the recording to the students and ask them to check if their answers to Exercise 4 were correct. Exercise 6. Students read through the Life Skills box and then match the tips to the information. Students check their answers in pairs. PRODUCTION Exercise 7. Put students into pairs or small groups and ask them to discuss the statement. Encourage them to give reasons for their opinions to develop the debate. Ask for brief feedback Exercise 8. Pairs work together to make a plan to improve their online presence. Encourage them to refer back to advice they have read or heard during the lesson.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9: Highs and lows

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson Title: 1A VOCABULARY AND GRAMMAR (SB)

Previous Learning : vocabulary and grammar

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

-Vertical Integration Vocabulary: • Words related to failure and success /If conditional clauses

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand simple grammatical meaning and linking of ideas • Topics and contexts are rooted in work, school, leisure but may expand beyond what is of direct personal relevance	• SB: pages 38-39; Grammar Reference page 73; Communication pages 76 and 79 • Online resources: Photocopiable Resource 37	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask them what they think makes a good tourist attraction. Tell them to think of a tourist attraction they have been to and ask some questions, e.g. Is it easy to get to? Is it cheap/expensive/busy/ popular? Is it worth the visit? Why? etc. Put them in pairs and ask them to discuss what they think makes it successful. Ask individual pairs to share their ideas with the class.	(5 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 2. Tell students they are going to listen to a radio programme about two tourist attractions in the UK, Marble Arch Mound and the North Coast 500. Tell them that they will find out that one was successful, and one was a failure. Refer them to the questions first so that they know what information they need to listen for. Tell students not to worry about trying to understand everything. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.	(10 minutes)
			Group work- Pair work	Communication		PRACTICE Exercise 3. Ask students to read the sentences and then complete them with the correct word from the box. Tell them to work individually and then compare their answers with a partner. Then play the recording again and check.	
			Critical thinking	Pencil & Paper		Exercise 4. Put students into pairs and refer them to the rubric. Tell them to read the sentences. Elicit the two forms of the verbs in each sentence and tell them that this will help them identify the correct type of conditional. Students match the sentences (1–4) with the correct type (a–d). Check their answers as a class. Refer students to the Grammar Reference section on page 73 for more information.	(15 minutes)
			Problem-solving	Reflection		Exercise 5. Students can work in the same pairs. Refer them to the rubric and ask them to read the first two sentences. Tell them that both sentences have the same meaning, but the first is a conditional. Ask them if they think it is a type zero, first, second or third conditional. Elicit the reason why it is none of these. Then ask them to identify the two tenses used in the sentence and which conditional uses them.	
						Exercise 6. Ask students to choose the correct forms to complete the sentences. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.	(10 minutes)
						Exercise 7. Tell students they are going to read an article about the Refugee Olympic Team. Tell them to read the article and then complete the sentences with the correct conditional structure. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.	
						PRODUCTION Exercise 8. Put students into new pairs. Students A go to page 76 and students B go to page 79 and tell each other about two other ups and downs stories like the refugees'.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: - Vocabulary: • Words related to failure and success

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Use vocabulary appropriately for the topic  • Use a good and varied range of vocabulary, collocations and some complex functions	• SB: pages 38-39 • WB: pages 28-29	Direct instructions-	Performance	Rating scale	WARM-UP Ask students to remember as many of the words related to failure and success from the previous lesson as they can. Invite individual students to share their answers and write them on the board. In pairs, ask them to write sentences with three of the words. Ask individual students to share their sentences with the class and correct where necessary	(5 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 1. Tell students to match the beginnings of sentences 1–5 with the second parts a–e. Students can do the task individually and then compare their answers with a partner. Check their answers as a class.	(25 minutes)
2			Group work- Pair work	Communication		Exercise 2. Put students in pairs and tell them to match the types of conditionals a–e with sentences 1–5 from Exercise 1. Check their answers as a class. Exercise 3. Students work individually to choose the correct words. When students have finished, elicit the answers from individual students and ask them to give reasons for their choices Exercise 4. Ask students to read the example. Then ask them to complete the sentences with the correct phrase. Students work individually to complete the task. When students have finished, allow them to compare in pairs, then elicit the answers. Exercise 5. Ask students to read the mini conversations and then work individually to choose the correct form of the verbs in brackets. When students have finished, allow them to compare in pairs, then elicit the answers. Exercise 6. Ask students to read the whole text before they choose the correct words to complete it. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Exercise 7. Ask students to read the example, then put them in pairs and ask them to complete the sentences. When they have finished, check their answers as a class PRODUCTION Exercise 8. Ask students to read the task carefully and make notes of what they want to say before they start writing. Remind them to use mixed conditionals. They can refer to the Grammar box in their Student's Book, page 39 if needed.	(10 minutes)
			Critical thinking	Pencil & Paper			
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 2A LISTENING AND VOCABULARY (SB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

-Vertical Integration: Words and phrases related to failure and success

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the main details of the events in a short story • Understand the main information in extended informal and formal conversations at natural speed • Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words	• SB: page 40 • Online resources: Photocopiable Resource 38	Direct instructions-	Performance	Rating scale	WARM-UP Write on the board, We can learn from our mistakes. Put students into pairs and ask them to share a time they think they learnt something by making a mistake. Invite individual students to share their ideas with the class.	(5 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 1. Ask students to discuss the questions with their partner. Set a time limit of two or three minutes and then discuss with the class.	(5 minutes)
3			Group work- Pair work	Communication		PRACTICE Exercise 2. Tell students they are going to listen to four speakers talking about mistakes. Tell them to read the options a–d and then match the speakers 1–4 with the correct option. Play the recording once and students do the task individually. Check their answers as a class.	(20 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 4. Ask students to put the words from the box into the correct category. Students can do the task individually and then compare their answers with a partner. Check their answers as a class. Exercise 5. Ask students to read the extracts and complete them with the correct words from Exercise 4. Play the recording again so that they can check their answers	(10 minutes)
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9: Highs and lows

Lesson Title: 2B VOCABULARY (WB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words and phrases related to failure and success

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand a number of words and phrases associated with familiar topics or school/work subjects when spoken clearly	• SB: page 40 • WB: page 30	Direct instructions-  Presentation Discussion  Group work- Pair work  Critical thinking  Problem-solving	Performance	Rating scale	<b>WARM-UP</b> Ask students to work in pairs and write down as many words to do with failure and success as they can remember from last lesson. Pairs feed back to the class.	(5 minutes)
				Observation		<b>PRACTICE</b> Exercise 1. Tell students to look at the example and ask them to choose the correct words to complete the sentences individually. They then can compare their answers with a partner and check with the class.	(10 minutes)
				Communication  Pencil & Paper  Reflection		<b>PRODUCTION</b> Exercise 2. Refer students to the rubric. Give them a five-minute limit to write their paragraph. Then put them into pairs and ask them to read their partner's paragraphs and correct any mistakes they think they've made. Tell students to make clear notes of the feedback.	(25 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 3A VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration:

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Have an appropriate range of words, structures and phrases for familiar or everyday situations</li> <li>• Use a range of words, structures and simple collocations.</li> <li>• Select language appropriate to the context and audience and paraphrase where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• SB page 41; Communication page 77</li> <li>• Online resources: Photocopiable Resource 39</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Before students open their books, ask them if taking risks is a good or a bad thing. Ask them if they think they are risk-takers. Put them in pairs and tell them to share their thoughts with their partner. Then, ask them to do the quiz on page 41 and check their scores on page 77	(5 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 2. Refer students to the Active Vocabulary box to study the notes about binomials. Then ask them to work individually and complete the activity. Put students in pairs and ask them to check their answers. Check their answers as a class.	(5 minutes)
3			Group work- Pair work	Communication		PRACTICE Exercise 3. Put students in pairs and ask them to replace the underlined expressions with the correct binomial from Exercise 2. Ask students to make sentences for the remaining four binomials. Check their answers as a class. Exercise 4. Put students in different pairs and refer them to the rubric. Pairs study the Watch Out! box and then underline the correct expressions in the quiz. Check their answers as a class. Exercise 5. Get students to do the activity individually then compare their answers with a partner. Check their answers as a class.	(20 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 6. Tell students to work individually to complete the sentences so that they are true for them. Then put them in small groups to share their sentences. Then invite students to share their answers with the class	(10 minutes)
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 3B VOCABULARY (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand detailed information in texts on familiar topics in order to take simple notes or repeat those points to another person .	• SB: page 41 • WB: page 31	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, put them in pairs and ask them to write down as many of the binomials and expressions they can remember from Student's Book page 41. PRACTICE	(10 minutes)
			Presentation Discussion	Observation		Exercise 1. Still in pairs, tell students to look at the binomials and complete the puzzle with the missing parts. Then tell them to complete the mystery binomial. Check answers with the class.	(30 minutes)
			Group work- Pair work	Communication		Exercise 2. Tell students to look at the example then ask them to work individually to replace the underlined words with binomials from Exercise 1. They can compare their answers with a partner before you check with the class.	
			Critical thinking	Pencil & Paper		Exercise 3. Tell students to look at the example. Remind them that chance and opportunity can have the same meaning but that chance also has other meanings. Tell students to work individually to complete the sentences. Check answers with the class.	
			Problem-solving	Reflection		Exercise 4. Ask students to look at the example and complete the mini-conversations with appropriate binomials individually. Then put them in pairs and ask them to check their answers. Check answers with the class	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 4A READING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Collocations

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<b>Students will be able to</b> • Use layout, titles, headings and visuals to predict the content of a text or line of argument • Identify different styles, registers and genres in a range of texts and use this to predict some aspects of content • Understand a variety of discourse devices within and across paragraphs to follow a sequence or line of argument	• SB: pages 42-43 • Online resources: Photocopiable Resource 40	Direct instructions-	Performance	Rating scale  Observation  Communication  Pencil & Paper  Reflection	<b>WARM-UP/PRESENTATION</b> Exercise 1. Put students in pairs and refer them to the rubric. Tell them to look at the photo and discuss what they think happened. Invite them to share their ideas with the class.	(5 minutes)
2			Presentation Discussion			<b>PRACTICE</b> Exercise 2. Tell students to read paragraph A only to find out what really happened. Then tell students that paragraphs B-H are in the wrong order. Put them into small groups and ask them to read the text and decide on the correct order (2-8). Ask groups to share their answers with the class. Then play the recording so that they can check their answers.	(25 minutes)
3			Group work- Pair work			Exercise 3. Refer students to the rubric. Give them time to read the Active Reading box. In the same groups, ask them to look at the text again and underline the parts that helped them decide the correct order of the paragraphs. Ask groups to share their ideas. Exercise 4. Put students into pairs and ask them to read the news story again. Tell them to look at the questions, find the answers in the text and choose the correct answer from a-c. Check answers with the class. Exercise 5. Put students into pairs and ask them to read the news story again. Tell them to look at the questions, find the answers in the text and choose the correct answer from a-c. Check answers with the class.	(10 minutes)
			Critical thinking			<b>PRODUCTION</b> Exercise 6. Students discuss the reflection question in small groups. Ask them to share their ideas with the class and have a class discussion.	
			Problem-solving				

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9: Highs and lows

Lesson Title: 5A GRAMMAR (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration:

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Use layout, titles, headings, visuals and diagrams to predict the content of a text  • Understand non-literal meanings of everyday fixed phrases  • Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words	• SB: page 44; Grammar Reference page 73 • Online resources: Photocopiable Resource 41	Direct instructions-	Performance	Rating scale	WARM-UP / PRESENTATION Exercise 1. Ask students to look at the title of the article and discuss the question in pairs. Give some examples from your own life, e.g. I should eat more healthily, but I like chocolate and cakes too much to give them up. I wish I'd tried harder when my mum sent me for piano lessons when I was a child, but at the time I just wanted to be outside playing football with my friends. Ask some students to share their ideas with the class.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 2. Put students in pairs and tell them to read the online article. Ask them to look at one scenario at a time and discuss with each other what advice they would give. Ask individual pairs to share their ideas for each of the scenarios.	(20 minutes)
3			Group work- Pair work	Communication		Exercise 3. In the same pairs, tell students to look at the underlined examples (1–5) in the article and complete the rules. Check answers with the class. Exercise 4. Ask students to look at the examples of past modals in bold (a–e) in the online article. Tell them to match them with the meanings (1–5). Students can do the task individually. Check their answers as a class. Refer students to the Grammar Reference section on page 73 for more information. Exercise 5. Put students in pairs and ask them to complete the sentences with the correct form of the verb. Check answers with the class	(15 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 6. Write Alexander Graham Bell on the board and ask students what they remember about him from page 33, Unit 8. Ask them to think about the regrets he may have had today, e.g. I wish I had not heard about other people who claimed to have invented the telephone. Ask students to think of their own well-known person from history and tell them to take notes about the regrets they think might have had if they were still alive. Then put students into pairs and ask them to share their ideas with their partner. Tell them not to share the name of their well-known person as their partner will need to guess who it is by their regrets. Ask individual students to share their ideas with the class.	
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9: Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 5B GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration :tenses

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the difference between past and present time in events or situations • Follow different time aspects within a conversation or talk when spoken clearly • Understand how turns are managed in complex discussions	• SB: page 44; Grammar Reference on page 73 • WB: page 32	Direct instructions-	Performance	Rating scale	WARM-UP Write the sentences If only I had a car; I wish my teacher wouldn't give us so much homework; I wish I had learnt Spanish at school. Elicit the structures used for each and why they are used (If only + past = present regrets / things we would like to change, wish + wouldn't + infinitive = how we want someone's behaviour to change; wish + past perfect = past regrets). Ask students to write an example of their own using each of the structures. Ask individual students to share their answers.	(5 minutes)
2			Presentation Discussion	Observation			
3			Group work- Pair work	Communication			
			Critical thinking	Pencil & Paper			
			Problem-solving	Reflection			
						PRACTICE Exercise 1. Refer students to Exercise 1 and do the example with them. Then tell them to read each sentence and decide which option is correct. Check answers with the class Exercise 2. Tell students to look at the example. Tell them to complete the sentences with the correct form of the verbs. Ask students to check their answers with a partner and then check with the class. Exercise 3. Tell students to look at the example. Tell them they need to decide on the correct form of the verbs to complete the second sentences. Ask students to check their answers with a partner and then check with the class. Exercise 4. Put students in pairs and tell them to look at the example. Tell them to complete the dialogue with the correct forms of the words. Check answers with the class. PRODUCTION Exercise 5. Ask students to think about two things they regret doing and two things they regret not doing. Ask them to make clear notes as they will need these for their homework. Ask individual students to share their ideas with the class.	(25 minutes)
							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 6A SPEAKING (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Participate in spontaneous interactions on familiar topics connected to the wider world • Communicate with accuracy on a wide range of topics • Demonstrate colloquial usage specific to the context	• SB: page 45	Direct instructions-	Performance	Rating scale	WARM-UP Ask students what they know about Britain and if they would like to go there. If they answer yes, ask them where they would like to go.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 1. Put students in pairs and ask them to read the text on page 45. Ask them to discuss the questions.	(15 minutes)
			Group work- Pair work	Communication		Exercise 2. Tell students that they are going to listen to a discussion about visiting Britain and the possible ways of travelling. They should make notes about the advantages and disadvantages of each form of transport. Students can make notes individually while you play the recording. Ask students to compare their answers with a partner then play the recording again so they can check their answers and check with the class.	(10 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Refer students to the Speaking box and ask them to study it individually. Then tell them to complete the activity and check their answers with a partner. Check answers with the class	(10 minutes)
			Problem-solving	Reflection		PRODUCTION Exercise 4. Tell students to look at the rubric and statement. Give them two or three minutes to make a list of at least two advantages and two disadvantages. Tell them they will need to use their notes in the next activity. Exercise 5. Tell students to read the instructions and complete the activity. Tell them they should refer to the examples in the Speaking box and use the example language to form their arguments. Put students into pairs and tell them to share their arguments with their partner. Their partner should take notes while they are speaking so that they can report back to the class. Invite individual students to share their partner's arguments with the class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 9:Highs and lows

Class/Level 11<sup>th</sup> grade

Lesson Title: 7A WRITING (SB)+Revision

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: writing skills

Horizontal Integration: Welfare

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Present clearly focused information and points of view using extended stretches of language  • Link a series of shorter, discrete, simple elements into a connected, linear sequence of points	• SB: pages 46-47; Word List page 67 • TB: Culture Notes page 114 • Graphic Organiser for this Unit	Direct instructions-	Performance	Rating scale	WARM-UP Start the class by referring students to the notes they made at home from Lesson 6A about their dream job and get them to share their ideas in pairs or small groups. Then invite individual students to share their ideas with the class.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 1. Tell students to read the advert on page 47. Ask them if any of their dream jobs were similar to those mentioned in the advert. Then put students in pairs and ask them to discuss which of the opportunities in the advert would appeal to them most. Elicit ideas from the class encouraging them to provide reasons for their decisions.	(10 minutes)
2			Group work- Pair work	Communication		Exercise 2. Tell them to read the letter of application for one of the jobs. In the same pairs, ask them to decide which opportunity the writer of the application is applying for then check answers as a class. Ask the pairs to decide together whether they think the applicant has a good chance of winning. Tell students they will need to provide reasons for their opinions. Ask individual students to share their answers with the class.	(10 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Refer students to the Writing box and give them a few minutes to study it individually. Then they complete the activity in the same pairs. Elicit answers from the class	
			Problem-solving	Reflection		Exercise 4. Tell students to join the sentences using the words in brackets. Model the first one on the board, then students work individually and write their sentences in their notebooks. Tell them that they will need to add conjunctions in some sentences. Ask them to compare their answers with a partner. As they do the pair work, monitor for proper use of language and correct where necessary. Check answers with the class.	
						PRODUCTION Exercise 5. You could use the photocopiable Graphic Organiser for this unit to help with planning. Students then individually write their essays using the language and structure for a letter of an application in the Writing box. Make sure they include all the necessary components in their letters. Ask students to swap essays with their partners to check for any mistakes and assess the essay..	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

Unit Title : Unit 10:Culture culture

Lesson : 1A VOCABULARY AND GRAMMAR (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words describing objects

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Use functional language to deal with less familiar everyday topics • Understand simple conversations on familiar topics, if supported by written text (e.g. a menu) or pictures • Understand colloquial usage specific to the context and a range of connotative meanings	• SB pages 48-49; Grammar Reference page 74; Communication page 78 • Online resources: Photocopiable resource 42	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to think about which historical period they would visit for a day if they were given the opportunity. Put students into pairs and tell them to discuss their choices. Ask them to give reasons why they chose that particular period. When they have finished, ask them to share their choices with the class.	(5 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 2. Put students into pairs and ask them to look at pictures A–C on page 48 and describe them to each other, using the words in the table. Ask them also to speculate about what these objects might have been used for. Allocate five minutes for the pair activity. When they have finished, ask them to share their discussion with the class.	(15 minutes))
3			Group work- Pair work	Communication		Exercise 3. Ask the students to listen to the podcast to check their ideas of what they were used for. Ask the students: Which order are the pictures mentioned in? What do they say the objects are used for? Check the answers as a class. Exercise 4. Ask students to read the extracts from the recording and match the underlined verb forms to their meanings a-c. Ask them to check their answers with a partner then check them as a class.	(15 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 5. Ask students to read the sentences a-d from the recording. Tell them to look at the underlined part in each sentence and first decide which sentences have passive verb forms (b,d) and which ones have continuous forms (a,c). Then ask them to write the grammar rule for each. Refer students to the Grammar Reference section on page 74 for more information. Exercise 6. Read the Watch Out! box with the students and go through the examples. Then ask them to read the six sentences and choose the best verb form for each sentence. Exercise 7. Ask students to read the text and complete it with the correct forms of the words in brackets. Tell them to compare their answers with a partner. Then play the recording for the final check.	
			Problem-solving	Reflection		PRODUCTION Exercise 8. Ask students to work in pairs, look at the photo and speculate about what the Costa Rican balls could have been used for.	(5 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson : 1B VOCABULARY AND GRAMMAR (WB)

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: tenses

Horizontal Integration: Culture / Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the difference between past and present time in events or situations  • Extract specific information from a simple text  • Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing	• SB: pages 48-49 • WB: pages 36-37	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, ask them to work in small groups and take turns to show the photos of their artefacts to the others and everyone should speculate about what the artefact might have been/might have been used for. PRACTICE Exercise 1. Remind students how to use modals for speculation. Then ask them to read the sentences and choose the part in each sentence that refers to the past. Tell them to discuss their choices in pairs then check the answers as a class.	(5 minutes)
2			Presentation Discussion	Observation		Exercise 2. Put students into pairs. Tell them to read the sentences and to choose the one of the three options that is the most suitable for replacing the underlined part in each sentence. Encourage them to discuss their choices with each other. Then check the answers as a class.	(10 minutes)
3			Group work- Pair work	Communication		PRODUCTION Exercise 3. Ask students to work individually and explain that in each sentence they need to use the past modal that has got the same meaning as the expression in the first sentence. Read the first sentence pairs and elicit from the students which part of the first sentence means the same as the modal phrase. Then ask them to complete the rest of the sentences. When they are ready, they should compare their answers with a partner. Check the answers as a class.	(25 minutes)
			Critical thinking	Pencil & Paper		Exercise 4. Tell students that they are going to read two mini-conversations and that they will need to complete them with the correct continuous modal forms of the verbs given in brackets. Remind students how to form the continuous modal forms. Ask them to complete the sentences individually, then practise them in pairs.	
			Problem-solving	Reflection		Exercise 5. Tell students that they will need to complete the sentences so that the new sentences have the same meaning as the first ones. Ask them to rewrite the sentences individually. When they have finished, put them into pairs to check their answers. Monitor pairs and if necessary, discuss the answers as a class.	
						Exercise 6. Read the instruction to the students and emphasise that there might be sentences where more than one modal verb can be used. Then read the first sentence and elicit from the students why the modal verb 'might' is the correct one. Ask them to complete the sentences individually. When they have finished, they should check their answers with a partner. Monitor the activity and if necessary, discuss the answers as a class	
						Exercise 7. Students write a short paragraph speculating about a mysterious object they found on the beach, supporting their speculation with evidence. Elicit some ideas from the students before they start writing. Monitor the activity and offer support as necessary	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



# Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 2A LISTENING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words related to culture and embroidery Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Identify specific information in descriptions, talks or conversations if spoken clearly  • Understand the main information in extended informal and formal conversations at natural speed	• SB: page 50 • Online Resources: Photocopiable Resource 43	Direct instructions-	Performance	Rating scale	WARM-UP Tell students that the topic of the lesson is Jordanian embroidery. Ask them what they found out about it for homework. Put students into small groups (4-6) and ask them to discuss the question. Set three minutes for the discussion, bring the students together and ask them to share their answers with the class.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 1. Put students into pairs. Tell them to read the Quiz questions and work out or guess the correct answers. When they have finished, tell them that you are going to play a recording from a radio programme about Jordanian embroidery and that they will hear the correct answer to each question in the programme.	(10 minutes)
2			Group work- Pair work	Communication		Exercise 2. Play the recording. Ask students to give you the correct answer to each question. Find out also how well they did in the quiz.	(15 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Ask students to read the sentences. Tell them that these sentences are from the programme and they are going to listen to the recording again. Their task is to complete each sentence with no more than three words. Play the recording. Then put students into pairs and ask them to check their answers. Monitor this step and play the recording again if students need more support to complete the task.	(10 minutes)
			Problem-solving	Reflection		Exercise 4. Tell students to read the sentences taken from the recording and match the highlighted words to their definitions. Get them to check their answers in pairs. PRODUCTION Exercise 5. Put students into pairs and ask them to discuss the task using some of the words from Exercise 4. Ask them to share their answers with the class. Exercise 6. Put students into groups and ask them to discuss the question. Ask them to share their answers with the class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson 2B VOCABULARY (WB):

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Adjectives describing art and colour

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand simple phrases and sentences on topics of personal relevance .  • Understand a wide range of words and phrases associated with unfamiliar or complex topics if spoken clearly	• SB: page 50 • WB: page 38	Direct instructions-	Performance	Rating scale	WARM-UP Ask students to work in pairs and write down as many adjectives to describe arts and crafts as they can remember from last lesson. Pairs feed back to the class.	(5 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 1. Students work in pairs to decide if each word is positive or negative in meaning. They can use a dictionary.	(15 minutes)
2			Group work- Pair work	Communication		Exercise 2. Students can do the task individually.	(20 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 3. Ask students to read the sentences aloud to see if they can work out which sound disappears with contractions. Play the recording for them to check their answers. Then read the Active Pronunciation box and highlight other common contractions which follow the same rule.	
			Problem-solving	Reflection		Exercise 4. Explain that students will hear pairs of past modals. They need to listen and tick the one they hear first Exercise 5. Students practise saying each pair of past modals from Exercise 4. They then listen and check.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 3A GRAMMAR (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: tenses

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the difference between past and present time in events or situations • Recognise a wide variety of functional language in a conversation or talk if spoken clearly • Understand colloquial usage specific to the context and a range of connotative meanings	• SB: page 51; Grammar Reference page 74 • Online resources: Photocopiable Resource 44	Direct instructions-	Performance	Rating scale  Observation  Communication  Pencil & Paper  Reflection	WARM-UP Put students in pairs. Ask them to tell their partner who their favourite actor/actress is and why. Give them a minute or two to share their choices. Then bring the class together to find out which actors/actresses are most popular and why. PRESENTATION Exercise 1. Ask students to read the factfile about Cameron Brian and tell their partner which piece of information they found the most interesting and why. Exercise 2. Now tell students to read the article excerpt about Cameron and share with their partner which piece of information they think is the most surprising about him PRACTICE Exercise 3. Ask students to read the underlined and numbered participle clauses in the excerpt and match them to the participle clauses a-c. Explain that these sentences talk about the functions of the underlined clauses in the text. The students need to read the text to understand the context. PRODUCTION Exercise 4. Tell students to rewrite the sentences, using reduced participle clauses. Check answers as a class. Ask students to read the information about how to use participle clauses in the Watch Out! box. Exercise 5. Ask students to rewrite the sentences, replacing the underlined section with a participle phrase in each sentence. Tell them to check their sentences with a partner then discuss the answers as a class. Refer them to the Grammar Reference section on page 74 for more information. Exercise 6. Tell students to combine the sentences, using participle clauses. Get them to check their answers in pairs.	(10 minutes)
2			Presentation Discussion	Observation			(10 minutes)
3			Group work- Pair work	Communication			(10 minutes)
			Critical thinking	Pencil & Paper			(10 minutes)
			Problem-solving	Reflection			(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson plan

Unit Title : Unit 10:Culture culture

Lesson : 3B GRAMMAR (WB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration :tenses

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand a wide and varied range of vocabulary, collocations and some complex functional language • Understand unstructured texts that use complex structures • Use an appropriate range of words, structures and phrases for familiar or everyday situations	• SB: page 51 • WB: page 39	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, tell them to swap the sentences they wrote for homework with a partner and combine them, using participle clauses. This activity can be done orally.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 1. Tell students to read the sentences containing reduced participle clauses and circle the subject in each sentence. Make it a race to see who is the fastest. Check the answers with the class.	(25 minutes)
3			Group work- Pair work	Communication		Exercise 2. Ask students to connect the two parts of the sentences. When they finish, check the answers as a class Exercise 3. Ask students to complete the adverbial clauses with the adverbial phrases in the box. Give them time to check and discuss their answers in pairs or small groups once they have finished.	
			Critical thinking	Pencil & Paper		Exercise 4. Explain to the students that they will need to replace the underlined sentence parts with participle clauses. Look at the example sentence together. Ask students to explain why the past participle form is the correct one. Tell them to analyse the remaining sentences, paying attention to the time of the action in the underlined parts in relation to the time in the other clauses. When they have finished, ask them to compare their answers. Monitor this part and if students have different answers, encourage them to explain why they chose that particular form before you check as a class.	(10 minutes)
			Problem-solving	Reflection		PRODUCTION Exercise 5. Read the rubric to the students. Clarify what you expect them to write. You may want the students to write a paragraph of 80-100 words or you may ask them to write individual sentences, using participle clauses in each sentence. For the second approach tell the students how many sentences they are expected to write.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 3A GRAMMAR (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand the difference between past and present time in events or situations • Recognise a wide variety of functional language in a conversation or talk if spoken clearly . • Understand colloquial usage specific to the context and a range of connotative meanings	• SB: page 51; Grammar Reference page 74 • Online resources: Photocopiable Resource 44	Direct instructions-	Performance	Rating scale	WARM-UP Put students in pairs. Ask them to tell their partner who their favourite actor/actress is and why. Give them a minute or two to share their choices. Then bring the class together to find out which actors/actresses are most popular and why.	(10 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 1. Ask students to read the factfile about Cameron Brian and tell their partner which piece of information they found the most interesting and why.	(10 minutes)
3			Group work- Pair work	Communication		Exercise 2. Now tell students to read the article excerpt about Cameron and share with their partner which piece of information they think is the most surprising about him	(10 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Ask students to read the underlined and numbered participle clauses in the excerpt and match them to the participle clauses a-c. Explain that these sentences talk about the functions of the underlined clauses in the text. The students need to read the text to understand the context.	
			Problem-solving	Reflection		PRODUCTION Exercise 4. Tell students to rewrite the sentences, using reduced participle clauses. Check answers as a class Ask students to read the information about how to use participle clauses in the Watch Out! box. Exercise 5. Ask students to rewrite the sentences, replacing the underlined section with a participle phrase in each sentence. Tell them to check their sentences with a partner then discuss the answers as a class. Refer them to the Grammar Reference section on page 74 for more information Exercise 6. Tell students to combine the sentences, using participle clauses. Get them to check their answers in pairs.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Lesson : 3B GRAMMAR (WB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand a wide and varied range of vocabulary, collocations and some complex functional language .</li> <li>Understand unstructured texts that use complex structures.</li> <li>Use an appropriate range of words, structures and phrases for familiar or everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>SB: page 51</li> <li>WB: page 39</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, tell them to swap the sentences they wrote for homework with a partner and combine them, using participle clauses. This activity can be done orally.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 1. Tell students to read the sentences containing reduced participle clauses and circle the subject in each sentence. Make it a race to see who is the fastest. Check the answers with the class.	(25 minutes)
3			Group work- Pair work	Communication		Exercise 2. Ask students to connect the two parts of the sentences. When they finish, check the answers as a class.	
			Critical thinking	Pencil & Paper		Exercise 3. Ask students to complete the adverbial clauses with the adverbial phrases in the box. Give them time to check and discuss their answers in pairs or small groups once they have finished.	
			Problem-solving	Reflection		Exercise 4. Explain to the students that they will need to replace the underlined sentence parts with participle clauses. Look at the example sentence together. Ask students to explain why the past participle form is the correct one. Tell them to analyse the remaining sentences, paying attention to the time of the action in the underlined parts in relation to the time in the other clauses. When they have finished, ask them to compare their answers. Monitor this part and if students have different answers, encourage them to explain why they chose that particular form before you check as a class.	(10 minutes)
						PRODUCTION Exercise 5. Read the rubric to the students. Clarify what you expect them to write. You may want the students to write a paragraph of 80-100 words or you may ask them to write individual sentences, using participle clauses in each sentence. For the second approach tell the students how many sentences they are expected to write.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 4A READING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Prepositional phrases

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar .	• SB: pages 52-53	Direct instructions-	Performance	Rating scale	WARM-UP (5 minutes) Exercise 1 Put the word 'spoiler' on the board ask: What is a spoiler? Where can you find spoilers? How do you feel about spoilers? Put the students into small groups and ask them to discuss the questions. Then have a class discussion. Then ask them to look at the cartoon at the bottom of page 53 in the book and find out whether this situation has ever happened to them.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Ask students to read the article to find out how the writer feels about spoilers and whether their opinion is the same as the writer's.	(10 minutes)
			Group work- Pair work	Communication		Exercise 3. Put students into pairs. Tell them that they need to find answers to the six questions in the article. Read through the questions together and deal with any questions they may have. Tell them to scan the article and mark the sections with the answers. Allocate three minutes for this. Then check the answers as a class.	(10 minutes)
2	• Understand detailed information in texts on most topics in order to take notes or repeat those points to another person		Critical thinking	Pencil & Paper		Exercise 4. Ask whether after reading the article any of the students have changed their minds about spoilers. Tell students to raise their hands if that is the case and call up a few to share their reasons with the class.	
			Problem-solving	Reflection		PRACTICE Exercise 5. Tell students to work individually and complete the phrases with the prepositions from the box. Emphasise that they can use a preposition more than once.	
						Exercise 6. Tell students to check their answers by finding these prepositional phrases in the article. Put them into pairs and ask them to split the list of phrases between them. Remind them to scan the article and underline the phrases once they found them. The pairs then share their findings. Allocate two minutes for this task. Ask students whether they need clarification on the meaning of any phrase and either give them help or tell them to use a dictionary	(15 minutes)
						PRODUCTION Exercise 7. Tell students that they need to rewrite the sentences, using the appropriate prepositional phrases to replace the underlined sentence parts. Ask them to work individually and when they have finished, check their answers in pairs before you discuss the answers as a class.	
						Exercise 8. Put the students in pairs. Tell them that they have four questions to discuss. Ask them to use prepositional phrases in their answers whenever possible. Monitor the discussions and offer help and clarification if needed.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Lesson : 5A VOCABULARY (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words and phrases connected to performance

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a good and varied range of vocabulary, collocations and some complex functions .</li> <li>• Demonstrate colloquial usage specific to the context</li> </ul>	<ul style="list-style-type: none"> <li>• SB: page 54; Communication page 78 •</li> <li>Online resources: Photocopiable Resource 45</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP Put the following words on the board: theatre, comedy, film, TV. Ask students to work in small groups and discuss which types of performance they like the most and the least. Encourage them to give reasons for their choices. Then bring the class together and ask the groups to share their answers. PRESENTATION Exercise 1. Go through the word list with the students and check they all know the meanings. Then ask them to write the words into the table. Point out that there are words that can be written to more than one performance type. After they have done the task individually, tell them to check with a partner. Check their answers as a class	(5 minutes)
2			Presentation Discussion	Observation		Exercise 2. Go through the phrases with the students and elicit/explain the meanings if necessary. Ask them to add these phrases to the table of the previous exercise. Check the answers as a class.	(10 minutes)
3			Group work- Pair work	Communication		PRACTICE Exercise 3. Tell students that they are going to use the phrases from Exercise 2 as they have to rewrite the six sentences, replacing the underlined parts with a suitable phrase. Warn them that they might need to make slight changes to some sentences. Ask them to do the task individually, then they check with a partner before you elicit the answers. Exercise 4. Go through the list of adjectives with the students, elicit or explain the meanings if necessary. You could ask them to come up with a collocation (adjective + noun) to check how accurately they understand the meaning of these adjectives. Then ask them to complete the sentences with the adjectives, working individually. Mention that there are sentences in which more than one adjective would work. Ask them to check with a partner first, then check and discuss the answers as a class.	(10 minutes)
	• Generally uses vocabulary appropriately for the topic		Critical thinking	Pencil & Paper		PRODUCTION Exercise 5. Put students into pairs and ask them to read the Active Vocabulary section about easily confused words. Encourage them to discuss the differences in meaning and use between the pairs of words. Tell them to check their ideas on page 78 in the book. Exercise 6. Ask students to work individually and choose the correct word in each sentence. Then tell them to compare and discuss their answers in pairs. Monitor the activity and if needed, bring the class together for a final check.	(15 minutes)
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



## Lesson plan

Unit Title : Unit 10: Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 5B VOCABULARY (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words and phrases connected to performance

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Write a very simple informal, personal email or letter with generally appropriate opening and closing • Express opinions in short simple essays on familiar topics . • Use a good and varied range of vocabulary, collocations and some complex functions .	• SB: page 54 • WB: page 40	Direct instructions-	Performance	Rating scale	WARM-UP (5 minutes) Tell students to work in pairs, swap their homework with their partner, read it and ask questions to find out more about the performance and the writer's opinion about it.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 1. Ask students to list as many easily confused word pairs as they can. Then tell them to complete the sentence pairs in Exercise 1 individually. When they have finished, get them to check their answers with a partner. Monitor the activity and make notes of the words students have made mistakes with. Bring the class together to check the answers. If there are words that need further clarifications write them on the board and let the students suggest contexts they are used in.	(20 minutes)
3			Group work- Pair work	Communication		Exercise 2. Tell students to look at the sentences and choose the best word for each gap. Get them to discuss their answers in pairs before you check the answers as a class. Exercise 3. Tell students to read the preview and write an appropriate word in each gap. Ask them to do the task individually before you check the answers with the class.	(15 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 4. Tell students that they need to write a message to their friends, recommending a TV show or film they love. As a first step, ask them to make notes: name the film or TV show they choose and create a mind map with adjectives, phrases they want to use in their writing. Tell them that this step ensures that they think about not only the content but the structure as well.	
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Lesson : 6A SPEAKING (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Participate in spontaneous interactions on familiar topics connected to the wider world. • Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly	• SB: page 55; Communicati on page 78	Direct instructions-	Performance	Rating scale	WARM-UP Find out how many students brought in flyers/ programmes for theatre/film/dance performances or exhibitions. Organise them into groups, with one flyer/ programme in each group. Get students to ask questions about that particular programme e.g. whether the student has seen it, what it is like, when/where it is on, etc.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION	(15 minutes)
2			Group work- Pair work	Communication		Exercise 1. Ask students to work in pairs, read the programme extracts and discuss the questions. Bring the class together and ask a few students to report on their discussion, particularly on the second question.	(10 minutes)
			Critical thinking	Pencil & Paper		Exercise 2. Ask the students to read the task. Suggest that they make notes when listening. Play the recording. Allow a few minutes for the students to organise their notes to be able to answer the questions. If needed, play the recording again. Then ask the students to compare their answers in pairs.	(10 minutes)
			Problem-solving	Reflection		PRACTICE Exercise 4. Go through the Watch Out! box with the students. Ask them to rewrite the sentences in the exercise. Check answers as a class. PRODUCTION Exercise 5. Direct students to page 78 in their Student's Book. Ask them to read the description of three more events. Organise the students into groups and tell them to negotiate, using the phrases from the Speaking box, which show to see tonight. If time allows, ask one group to repeat their negotiation in front of the whole class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson : 7A WRITING (SB)+ Revision

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Have control of a set of basic structures, words and phrases for everyday situations	• SB: pages 56-57; Word List on page 68	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to work in small groups and discuss the following question: Do you prefer to watch a film, a TV programme or go to the theatre? Point out that they need to give reasons for their choices. Allow four minutes for the discussion then collate the information on the board to see what form of entertainment the majority of students prefer. Then elicit the advantages/disadvantages for each type	(5 minutes)
			Presentation Discussion	Observation			
			Group work- Pair work	Communication		PRESENTATION Exercise 2. Ask students to read the notice. In pairs they should discuss whether they agree with the magazine article's claim or not. Encourage them to give reasons.	(10 minutes)
			Critical thinking	Pencil & Paper			
2	• Write a straightforward description or narrative as part of an article or review		Problem-solving	Reflection		Exercise 3. Refer students to the rubric. Ask them to work in pairs and think of a good title for an article about their opinions on TV box sets. Then compare their ideas with the article below. Check that they understand the concept of 'chewing gum for the eyes' (easy to understand and enjoyable but easily forgotten - like chewing gum which tastes nice but provides no nutrition and gets thrown away after chewing). Do they think it's a good title. Why or why not? PRACTICE Exercise 4. Ask students to read the full article and answer the questions. Encourage them to underline examples of the techniques used. Exercise 5. Students read the Writing box and underline examples in the article Exercise 6. Students scan the text for synonyms. Feed back as a class. Other synonyms may be possible. Exercise 7. Students study Watch Out! They can work in pairs to complete the text. Feed back as a class PRODUCTION Exercise 8. Ask students to read the 'Articles Wanted!' notice and plan an article using the bullet points for guidance. Ask students to swap their plans and give each other positive and constructive feedback on them. Ask them to focus on whether the bullet points in Exercise 8 will be covered and what information they could add to the article to engage the readers' interest. They will write the article for homework.	(15 minutes)
							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

**Lesson plan**  
Title: LIFE SKILLS 9–10

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration:

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity .	• SB pages 58-59	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to look at the pictures on pages 58-59 and in pairs discuss what they see. How would they describe the pictures? What is the common element they all depict? Elicit answers from the students, put their suggestions on the board, then ask them to read the definition of resilience. Refer back to the students' suggestions and ask whether the suggestions lead to the definition of resilience.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Ask students to read the article on page 58 then, using the information from the reading, complete the summary in the Life Skills box. Get them to check their answers in pairs. Find out which piece of advice they found the most useful.	(10 minutes)
			Group work- Pair work	Communication		PRACTICE Exercise 3. Ask students to read the three questions. Put them into pairs – or allow them to choose their partner – and get them to discuss these questions. Tell them to listen carefully to each other and at the end give each other some positive and constructive feedback/ advice if possible. Bring the class together and ask for volunteers to share their discussions with the class.	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 4. Ask students to look back at the questions they discussed and think about why questions like those are frequently asked at job interviews. Elicit answers from the class.	
			Problem-solving	Reflection		PRODUCTION Exercise 5. Organise students into small groups. Tell them to read the statement they are going to conduct a debate about. Ask them to make notes for their arguments, listing the pros and cons of each part of the statement. If time allows, work as a whole class and elicit from students what arguments they would use in the debate.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson plan

## Unit Title : CULTURE SPOT: Jordan's Parliament

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Develop students' awareness of how Jordan's parliament works. Resources:	• SB: pages 60-61	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Students should work in groups. Read the question and ask students to note down anything they might know about Jordan's Parliament. Take feedback and discuss as a class. PRESENTATION	(5 minutes)
			Presentation Discussion	Observation		Exercise 2. Read the rubric to the students and check understanding. Tell students to skim read the article, looking for general facts to help them answer the question in Exercise 1. Check answers as a class. Answers Students' own answers 2 (T-S, S-S) Exercise 3. Ask students to read the gapped sentences. Allow students time to read the article again, this time in more detail. They can refer to the glossary on page 61 to help them. Students complete the task individually. Check answers as a class.	(10 minutes)
			Group work- Pair work	Communication		PRACTICE Exercise 4. Students should work in pairs. Refer students to the rubric. Allow students time to discuss the statements. Encourage students to guess the answer if they do not know. Take feedback as a class, but do not tell them the answers. They will check these in the next task.	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 5. Explain that they are going to listen to a conversation and should listen to check their answers to the quiz. Play the recording. Allow students time to record their answers. Play the recording again if necessary. Check answers as a class.	(15 minutes)
			Problem-solving	Reflection		PRODUCTION Exercise 6. Explain that they are now going to check their understanding of some of the key vocabulary from the recording. Read the words in the box as a class and check understanding. Students can work in pairs to complete the sentences. They can use a dictionary if necessary. Check answers as a class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Title: LITERATURE SPOT: Stopping by Woods on a Snowy Evening

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Society /Culture

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:	• SB: pages 62-63	Direct instructions-	Performance	Rating scale	WARM-UP You may want to ask students to find out as much as they can about Robert Frost in a set time if they have access to online devices. Alternatively, you may want them to look at the photo on page 63 and elicit ideas about what the poem might be about and what they think the themes might be. This could also be a good time to give or elicit the following vocabulary: Verse (n) a group of lines that form one part of a poem Syllable (n) any of the units of sound which a word is divided into which contain a vowel sound and often one or more consonant sounds Alliteration (n) the use of the same letter or sound at the beginning of words which are close together in a poem or piece of writing Rhyme (v) (of words) to have the same sound at the end of the word as another word (not necessarily the same spelling), e.g. tough and stuff.	(5 minutes)
	• Summarise, comment on and discuss a wide range of factual and imaginative texts		Presentation Discussion	Observation			
			Group work- Pair work	Communication			
2	• Express and comment on ideas and suggestions in informal discussions		Critical thinking	Pencil & Paper			(15 minutes)
			Problem-solving	Reflection		PRESENTATION Exercise 1. Ask students to read the poem or if you feel comfortable, read it out to them. Ask them to discuss the questions in pairs. When they have finished, elicit ideas and write them on the board. You may want to keep them there so you can come back to them later in the lesson. Note that the poem is set in a non-specific place, but it is snowing which limits the number of places in the world where it could be (it was written in Massachusetts, US). It is set during the Winter solstice (The darkest evening of the year). The speaker is stopping on a journey to admire the beauty of the snow falling in the woods, but is aware that he cannot stay long. Exercise 2. Ask students to look at the highlighted words in the poem and elicit any that they may already know. Ask them to match the rest to the definitions. Ask them to do this unaided in the first instance, but allow them to use a reference if needed. Be sure that they know how to correctly pronounce the vocabulary.	(15 minutes)
						PRACTICE Exercise 3. Put students in pairs and ask them to read the poem together and answer the questions. Encourage them to say the words so they can hear the rhymes. When they have finished, elicit the answers to the questions as a class. Note that in the first three verses, the final words in the 1st, 2nd and 4th line all rhyme. However, in the fourth and final verse, all of the final words rhyme, and the 4th line is a repeat of the 3rd line. In addition, in verses 2 and 3, the final words in the 1st, 2nd and 4th line rhyme with the final word of the 3rd line in the previous verse. In the final verse, the lines all rhyme with the final word in the 3rd line of verse 3. This can be simplified as an 'aaba bbcb ccdd dddd' rhyme scheme. The repetition of the last two lines gives the idea of the long journey ahead, but gives a sense of renewed focus. Exercise 4. Ask students to read the statements individually, then check answers in pairs. When they have finished, check answers as a class. Encourage students to give reasons for their answers and elicit discussion of the answers as you go along.	
						PRODUCTION Exercise 6. This task focuses on some of the style and imagery elements in the poem. Ask students to read the questions and answer them. You may want to either allow them to use a reference to look up 'alliteration' for question 3, or elicit it before the task. You may also want to ask them to find other examples of alliteration. These include 'sound's the sweep' and 'His house'. When they have finished, check answers as a class and discuss as needed.	(5 minutes)

(Daily follow - up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_