

Lesson Plan

Unit Title : Unit 6: Where we live

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Class/Level 11th grade

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"> • SB: pages 4–5 • WB: pages 4–5 	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 11th 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"> SB: page 6 Online resources: Photocopiable Resource 25 	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 11th 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"> SB: page 6 WB: page 6 	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 11th 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)
			Presentation Discussion	Observation			
			Group work-Pair work	Communication			
2	• Express a wide range of ideas and opinions, and connect contributions to the other speakers coherently		Critical thinking	Pencil & Paper		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)
				Reflection		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)
						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)
3	• Maintain a straightforward description or narration using linking words and devices						

(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 11th 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	. PRACTICE 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 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. 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. PRODUCTION . 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. 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.	(20 minutes)
2			Presentation Discussion	Observation			(25 minutes)
3			Group work- Pair work Critical thinking	Communication 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 11th 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 11th 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"> • SB: page 10 • Online resources: Photocopiabl e Resource 27 	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 11th 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 11th 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	<p>Students will be able to:</p> <p>Communicate in basic and routine exchanges on familiar, everyday topics</p> <ul style="list-style-type: none"> Reformulate simple responses or ask for clarification if communication breaks down Help develop discussions by following up statements and inferences 	<p>• SB: page 11; Communi cation page 77</p>	Direct instructions-	Performance	Rating scale	<p>WARM-UP</p> <p>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.</p>	(10 minutes)
2			Presentation Discussion	Observation		<p>PRESENTATION</p> <p>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.</p>	(10 minutes)
3			Group work- Pair work	Communication		<p>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.</p>	(10 minutes)
			Critical thinking	Pencil & Paper Reflection		<p>PRACTICE</p> <p>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.</p> <p>PRODUCTION</p> <p>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.</p>	(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 11th 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			
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		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)
			Critical thinking	Pencil & Paper Reflection		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 11th 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: To develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.	• SB pages 14–15	Direct instructions-	Performance	Rating scale	WARM-UP 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.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION 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.	(5 minutes)
			Group work- Pair work	Communication		PRODUCTION 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.	(5 minutes)
			Critical thinking	Pencil & Paper Reflection		PRACTICE 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. 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. 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. Exercise 7. Direct students to read the Life skills project. Decide if students will work in pairs or small groups.	(20 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____
 Challenges that faced me _____
 Suggestions for improvement _____