

Lesson Plan

Unit Title :Unit 7: Is it fair?

Class/Level 11th 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"> SB: pages 16–17; Grammar Reference page 70 Online resources: Photocopiable Resource 28 	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 11th 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 11th 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 11th 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 11th 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 11th 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 11th 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	WARM-UP 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		PRESENTATION 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		PRACTICE 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		PRODUCTION 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 11th 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 11th 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-	Performance	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	(5 minutes)
2	• Write straightforward connected text on routine factual information or topics which are familiar and on personal interest		Presentation Discussion Group work- Pair work Critical thinking problem-solving	Observation Communication Pencil & Paper Reflection		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.	(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 11th 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 11th 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. 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.	(5 minutes)
				Reflection			(25 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with _____

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Suggestions for improvement _____