

## 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

(Daily follow – up table)

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	(10 minutes)
				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.	

(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.	
			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.	(15 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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

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

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