

Lesson Plan

Unit Title : Unit 9: Highs and lows

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 1A VOCABULARY AND GRAMMAR (SB)

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- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP</p> <p>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.</p> <p>PRESENTATION</p> <p>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.</p> <p>PRACTICE</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PRODUCTION</p> <p>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'.</p>	(5 minutes)
2							(10 minutes)
							(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

Unit Title : Unit 9:Highs and lows

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB)

Date : From ____ / ____ To ____ / ____

-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	• SB: pages 38-39 • WB: pages 28-29	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>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</p> <p>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. 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</p> <p>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.</p>	(5 minutes)
2	• Use a good and varied range of vocabulary, collocations and some complex functions						(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 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

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

Lesson Title: 2A LISTENING AND VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

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	• SB: page 40	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	• Understand the main information in extended informal and formal conversations at natural speed	• Online resources: Photocopiable Resource 38	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	• Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words		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	
			Problem-solving	Reflection		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)

(Daily follow – up table)

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Feel satisfied with _____

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Lesson Plan

Unit Title : Unit 9: Highs and lows

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

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

Lesson Title: 2B VOCABULARY (WB)

Date : From ____ / ____ To ____ / ____

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 Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP 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.</p> <p>PRACTICE 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.</p> <p>PRODUCTION 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.</p>	(5 minutes) (10 minutes) (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 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 3A VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration:

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: <ul style="list-style-type: none">• Have an appropriate range of words, structures and phrases for familiar or everyday situations	• SB page 41; Communication page 77 • Online resources: Photocopiable Resource 39	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP</p> <p>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</p> <p>PRESENTATION</p> <p>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.</p> <p>PRACTICE</p> <p>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.</p> <p>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.</p> <p>Exercise 5. Get students to do the activity individually then compare their answers with a partner. Check their answers as a class.</p> <p>PRODUCTION</p> <p>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</p>	(5 minutes)
2	• Use a range of words, structures and simple collocations.						(5 minutes)
3	• Select language appropriate to the context and audience and paraphrase where necessary						(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 _____

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Plan

Unit Title : Unit 9:Highs and lows

Lesson Title: 3B VOCABULARY (WB)

Date : From / To /

-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"> • Understand detailed information in texts on familiar topics in order to take simple notes or repeat those points to another person . 	<ul style="list-style-type: none"> • SB: page 41 • WB: page 31 	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem- solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	(10 minutes) (30 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 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 4A READING AND VOCABULARY (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration: Collocations

Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to <ul style="list-style-type: none"> • Use layout, titles, headings and visuals to predict the content of a text or line of argument 	• SB: pages 42-43	Direct instructions-	Performance	Rating scale	WARM-UP/PRESENTATION 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. PRACTICE	(5 minutes)
2	• Identify different styles, registers and genres in a range of texts and use this to predict some aspects of content	• Online resources: Photocopiable Resource 40	Presentation Discussion	Observation		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	• Understand a variety of discourse devices within and across paragraphs to follow a sequence or line of argument		Group work- Pair work Critical thinking Problem-solving	Communication Pencil & Paper Reflection		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. PRODUCTION Exercise 6. Students discuss the reflection question in small groups. Ask them to share their ideas with the class and have a class discussion.	(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

Lesson Title: 5A GRAMMAR (SB)

Date : From ____ / ____ To ____ / ____

-Vertical Integration:

Horizontal Integration: Welfare

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:		Direct instructions- Presentation Discussion	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	• Use layout, titles, headings, visuals and diagrams to predict the content of a text • Understand non-literal meanings of everyday fixed phrases	• SB: page 44; Grammar Reference page 73 • Online resources: Photocopiable Resource 41	Group work- Pair work	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	• Understand the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words		Critical thinking Problem-solving	Communication Pencil & Paper Reflection		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 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.	(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 9: Highs and lows

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 5B GRAMMAR (WB)

Date : From ____ / ____ To ____ / ____

-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- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>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.</p> <p>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.</p> <p>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.</p>	(5 minutes)
2							(25 minutes)
3							(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 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 6A SPEAKING (SB)

Date : From ____ / ____ To ____ / ____

-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"> • 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	<p>Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving</p>	<p>Performance Observation Communication Pencil & Paper Reflection</p>	<p>Rating scale</p>	<p>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. PRESENTATION Exercise 1. Put students in pairs and ask them to read the text on page 45. Ask them to discuss the questions. 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. 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 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.</p>	<p>(5 minutes)</p> <p>(15 minutes)</p> <p>(10 minutes)</p> <p>(10 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 9:Highs and lows

Class/Level 11th grade

Number of classes:

Previous Learning : vocabulary and grammar

Lesson Title: 7A WRITING (SB)+Revision

Date : From ____ / ____ To ____ / ____

-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- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	<p>WARM-UP</p> <p>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.</p> <p>PRESENTATION</p> <p>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.</p> <p>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.</p> <p>PRACTICE</p> <p>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</p> <p>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.</p> <p>PRODUCTION</p> <p>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..</p>	(5 minutes)
2							(10 minutes)
							(10 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 _____