

## Lesson Plan

Subject: 11 grade

Unit Title: Unit 1: Get the message

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes ( 7 )

Previous

Learning: grade

**The Main Outcomes:** 1 \_ Students will be able to use collocations with contact, message, and touch. 2 \_ Students will be able to differentiate between various present and past tenses to describe actions in time. 3\_ Students will be able to identify the author's opinion in a text. Students will be able to identify the author's opinion in a text.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Directs students to the image and title on page 4 of the Student's Book and initiates a discussion about different forms of communication throughout history .	Discusses the image of the message in a bottle and brainstorms different ways people have communicated over long distances.	
2- Explanation	(Vocabulary): Introduces collocations from the article "Messaging through time..." on page 4 of the Student's Book. Guides students through Ex. 2 on page 4.  *(Grammar):** Explains the usage of various present and past tenses using the Grammar box and examples on page 5 of the Student's Book .	(Vocabulary): Reads the article on page 4 of the Student's Book and completes the vocabulary exercises. Completes Ex. 1-3 in the Activity Book (p. 4) .  *(Grammar):** Matches the underlined phrases in the article with their correct tense meanings as per Ex. 4 on page 5 of the Student's Book. Completes Ex. 4-7 in the Activity Book (p. 5) for practice.	
3- Elaboration	Challenges students to write a short paragraph about a personal experience where a message was misunderstood, using at least two different past tenses.	Writes a short paragraph comparing their daily routine with one of the characters from page 4 (Lan-Fen, Yuna, Luis, Aiden), using negative and affirmative sentences.  (Support): Works in a small, teacher-led group to complete Ex. 4 in the Activity Book, focusing on the correct negative forms.	
4- Closing	(Advanced): Writes a short paragraph about a misunderstood message.  *(Support):** Works in a small group to complete the tense matching exercise (Ex. 4, p. 5) with teacher guidance .	Manages the pair-work discussion in Student's Book, p. 5, Ex. 7 "VALUES", about the importance of regular communication.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 1: Get the message

**Lesson Title:** Lesson 2A: Reading and Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to identify the author's opinion in a text. 2 \_Students will be able to understand and use phrasal verbs related to communication. 3 \_Students will be able to discuss the topic of animal communication. Students will be able to discuss the topic of animal communication.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students the question from SB p. 6, Ex. 1: "What do you think would happen if we could talk to animals?"	Discusses the question with a partner and shares ideas with the class.	
2- Explanation	Guides students through the Active Reading box "Identifying the author's opinion" on SB p. 7 . Explains the meaning of the highlighted phrasal verbs in the text on pages 6-7 .	Reads the article "Making Contact" and identifies the author's opinions. Matches phrasal verbs to definitions (SB p. 7, Ex. 4) .	
3- Elaboration	Challenges students to research another example of animal communication (e.g., bee dances, whale songs) and present a short summary.	(Advanced): Researches and presents on another form of animal communication. **(Support):** Works in a group to answer the comprehension questions in Ex. 3, p. 7 of the Student's Book .	
4- Closing	Manages the group discussion activity in SB, p. 7, Ex. 7, about which animal they would like to talk to and why.	In groups, discusses which animal they would choose to communicate with and what questions they would ask.	

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## Lesson Plan

Subject: 11 grade

Unit Title: Unit 1: Get the message

Lesson Title: Lesson 3A: Vocabulary

Number of Classes ( 7 )

Previous Learning: grade

**The Main Outcomes: 1\_ Students will be able to understand and use idioms and phrases for making new friends. 2\_Students will be able to identify annoying communication habits. 3\_Students will be able to discuss how to make a good first impression. Students will be able to discuss how to make a good first impression.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to discuss the questions in SB p. 8, Ex. 1, about breaking the ice.	Discusses the meaning of "break the ice" and how to make new friends.	
2- Explanation	Explains the idioms in the article "How to break the ice" (SB p. 8). Introduces the negative communication idioms from Ex. 4. Assigns Activity Book p. 6 for practice .	Reads the article and completes the sentence matching in SB p. 8, Ex. 2. Matches the negative idioms to their definitions. Completes exercises in the Activity Book, p. 6.	
3- Elaboration	Asks students to role-play a scenario where one person is trying to make a new friend, while the other exhibits one of the annoying habits from Ex. 4.	(Advanced): Performs a role-play demonstrating good and bad communication skills. **(Support):** Works in pairs to match the idioms to their definitions in Ex. 4 on page 8 .	
4- Closing	Manages the reflection activity on p. 8 (Ex. 5), asking students to create five rules for making a good impression.	In pairs, creates a list of five rules for making a good first impression.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 1: Get the message

**Lesson Title:** Lesson 4A: Grammar

**Number of Classes ( 7 )**

**Previous Learning:** grade

<b>The Main Outcomes:</b> 1_ Students will be able to identify and form question tags.      2 _Students will be able to identify and form echo questions. 3_Students will be able to use question tags and echo questions to keep a conversation going. Students will be able to use question tags and echo questions to keep a conversation going.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Plays the audio for the conversations on SB p. 9 and asks students which question is best for keeping a conversation going.	Listens to the conversations and discusses which questions are most effective.	
2- Explanation	Explains the rules for forming question tags (positive/negative balance) and echo questions using the grammar box and examples on SB p. 9 . Assigns Activity Book p. 7 for practice .	Completes the rules in Ex. 3. Completes the conversations in Ex. 7. Completes exercises in the Activity Book, p. 7 .	
3- Elaboration	Challenges students to write a short dialogue between two friends catching up, using at least three question tags and two echo questions.	(Advanced): Writes and performs a short dialogue using question tags and echo questions. **(Support):** Focuses on completing the dialogues in Ex. 7 on page 9 .	
4- Closing	Manages the pair-work speaking activity on p. 9, Ex. 8, where students create and role-play a conversation.	In pairs, writes and performs a short conversation to get to know someone new.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 1: Get the message

**Lesson Title:** Lesson 5A: Listening and Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to identify specific information in a radio interview about emotional intelligence. 2\_ Students will be able to use emotion adjectives to describe feelings. 3\_ Students will be able to discuss the aspects of emotional intelligence. Students will be able to discuss the aspects of emotional intelligence.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to look at the photos on SB p. 10 and discuss the emotions shown .	Discusses the emotions in the photos with a partner.	
2- Explanation	Plays the audio interview about emotional intelligence (EQ) from p. 10. Guides students through the vocabulary exercises. Assigns Activity Book p. 8 for practice .	Listens to the interview and answers comprehension questions. Completes vocabulary and synonym matching exercises. Completes WB p. 8.	
3- Elaboratio n	Asks students to write a short diary entry about a time they felt one of the strong emotions (e.g., ecstatic, devastated, livid).	(Advanced): Writes a reflective diary entry about a strong emotion. ** (Support):** Works in a group to complete the sentence completion exercise (Ex. 3) on p. 10.	
4- Clo sin g	Manages the speaking activity (Ex. 6), asking students to discuss their own emotional intelligence strengths and weaknesses.	In pairs, discusses their strongest aspects of emotional intelligence and how they could improve.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 1: Get the message

**Lesson Title:** Lesson 6A: Speaking

**Number of Classes ( 7 )**

**Previous Learning:** grade

<b>The Main Outcomes:</b> 1_ Students will be able to use fixed phrases and idioms to express a range of emotions. 2_ Students will be able to respond appropriately to other people's expressions of emotion. 3_ Students will be able to role-play situations involving anxiety, relief, annoyance, surprise, and sadness. Students will be able to role-play situations involving anxiety, relief, annoyance, surprise, and sadness.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students how they would feel in various situations (e.g., "How would you feel if you won a competition?").	Brainstorms different emotions and situations that cause them.	
2- Explanation	Introduces the idiomatic phrases for expressing emotions from the Speaking box on p. 11. Plays audio for students to hear them in context.	Completes the Speaking box with the correct phrases. Listens to the audio and chooses suitable responses. Completes WB p. 9.	
3- Elaboration	Challenges students to create a short, dramatic scene (3-4 lines) where two characters express contrasting emotions using the target idioms.	(Advanced): Writes and performs a short, dramatic scene. ** (Support):** Focuses on matching the idioms to the emotions and practicing them before the role-play.	
4- Closing	Manages the pair-work role-play activity in Ex. 5, p. 11, where students act out different emotional scenarios.	In pairs, role-plays the situations, one expressing a specific emotion and the other responding appropriately.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 1: Get the message

**Lesson Title:** Lesson 7A: Writing an analytical essay

**Number of Classes ( 7 )**

**Previous**

**Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to understand the structure of an analytical essay. 2 \_ Students will be able to use researched facts and sources to support their ideas. 3 \_ Students will be able to write a structured analytical essay on a given topic. Students will be able to write a structured analytical essay on a given topic.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss the questions on p. 12 about how technology will change communication.	Discusses the positive and negative effects of technology on children's communication.	
Explanation 2-	Explains the structure of an analytical essay using the Writing box on p. 13 (Introduction, Main Body, Conclusion) and how to cite sources. Assigns WB p. 10-11 for revision.	Reads the model essay on p. 12 and analyzes its structure and use of sources. Completes exercises on formal phrases and prepositions.	
3- Elaboratio n	Asks students to find an online article and write a one-paragraph analysis of its main argument and the evidence used.	(Advanced): Writes a critical analysis of an online article. ** (Support):** Works in a group to identify the topic sentences in the model essay (Ex. 6, p. 13).	
4- Clo sin g	Assigns the Writing Task on p. 13: Write an analytical essay on the topic of social media's effect on friendships.	Researches, plans, and writes an analytical essay on the given topic, following the correct structure.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 2: Looking ahead

**Lesson Title:** Lesson 1A: Vocabulary and Grammar

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to use a variety of future forms (will, going to) for predictions. 2 \_Students will be able to use Future Perfect and Future Continuous tenses. 3\_Students will be able to use phrases for cause and effect (due to, as a result of). Students will be able to use phrases for cause and effect (due to, as a result of).

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss the meaning of "dystopia" and whether they enjoy dystopian books/films.	Discusses the concept of dystopia with a partner.	
Explanation 2-	Explains the different future forms for predictions (will, going to, Future Perfect, Future Continuous) using the texts and grammar boxes on p. 14-15 . Assigns WB p. 12-13.	Reads the texts and identifies the future forms. Completes grammar exercises in the SB and WB .	
3- Elaboratio n	Challenges students to write a short "dystopian future" paragraph about school in 2075, using at least three different future forms.	(Advanced): Writes a paragraph about a dystopian future. ** (Support):** Focuses on choosing the correct verb forms in SB Ex. 6 .	
4- Clo sin g	Manages the "VALUES" discussion on p. 15, asking students what they can do to help the planet.	Discusses practical ways to help the planet with a partner.	

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## Lesson Plan

Subject: 11 grade

Unit Title: Unit 2: Looking ahead

Lesson Title: Lesson 2A: Vocabulary

Number of Classes ( 7 )

Previous Learning: grade

**The Main Outcomes: 1\_ Students will be able to identify and use compound nouns for environmental threats. 2\_Students will be able to identify the correct stress patterns in compound nouns. 3\_Students will be able to discuss urgent environmental issues. Students will be able to discuss urgent environmental issues.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the 'before' and 'after' photos on SB p. 16 and discuss what might have happened.	Discusses the photos and hypothesizes about the environmental disaster shown.	
2- Explanation	Introduces compound nouns related to the environment from SB p. 16, Ex. 2. Explains the stress patterns for compound nouns using the Active Vocabulary box.	Completes the compound noun matching exercise. Underlines the stressed word in each compound noun. Completes exercises in the WB, p. 14 .	
3- Elaboration	Asks students to create a small poster or infographic about one environmental threat, using at least three compound nouns.	(Advanced): Designs an infographic about an environmental threat. **(Support):** Works in pairs to complete the sentences in Ex. 5 on p. 16 .	
4- Closing	Manages the group discussion activity (Ex. 6), asking students to list urgent environmental issues.	In a group, discusses and prioritizes environmental issues.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 2: Looking ahead

**Lesson Title:** Lesson 3A: Listening and Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to identify weather-related vocabulary. 2\_ Students will be able to understand signposting language in a lecture. 3\_ Students will be able to identify specific details in a lecture about climate change. Students will be able to identify specific details in a lecture about climate change.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to describe the weather in the photos on SB p. 17 and make a list of weather vocabulary.	Describes the weather in the photos and brainstorms related vocabulary.	
2- Explanation	Plays the audio lecture on climate change (p. 17). Explains "signposting" phrases (e.g.,	I'm going to talk about..., To sum up...) using the Active Listening box .	
3- Elaboratio n	Listens to the lecture and completes the notes in Ex. 6. Matches signposting phrases to their functions. Completes exercises in the WB, p. 15 .	Challenges students to prepare a mini-lecture (1 minute) on a simple topic, using at least three signposting phrases.	
4- Closi ng	(Advanced): Prepares and delivers a one-minute mini-lecture using signposting. *(Support):** Works in a group to complete the notes in Ex. 6, p. 17 .	Manages the "REFLECT" discussion on p. 17, asking students if they worry about climate change and what individuals can do.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 2: Looking ahead

**Lesson Title:** Lesson 4A: Reading and Vocabulary

**Number of Classes ( 7 )**

**Previous**

**Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to identify specific details in an article about endangered species. 2 \_ Students will be able to use vocabulary related to wildlife and conservation. 3 \_ Students will be able to discuss and present on an endangered species. Students will be able to discuss and present on an endangered species.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the photos of the unusual animals on SB p. 18 and discuss what they have in common.	Discusses the photos and guesses what the animals have in common.	
2- Explanation	Guides students to read the article "They need saving too!" on pages 18-19. Explains new vocabulary related to wildlife (e.g., predator, marine, nocturnal).	Reads the article and answers comprehension questions. Completes the vocabulary categorization in Ex. 4.	
3- Elaboration	Asks students to write a short persuasive paragraph arguing why it's important to save "ugly" animals.	(Advanced): Writes a persuasive paragraph about saving an "ugly" animal. (Support):** Works in pairs to match the paragraphs to the main ideas in Ex. 3, p. 19.	
4- Closing	Manages the speaking activity in Ex. 8, p. 19, where students prepare a presentation on an endangered species.	In pairs, prepares and presents information about an endangered species.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 2: Looking ahead

**Lesson Title:** Lesson 5A: Speaking

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to use fixed phrases to express indecision, agreement, and disagreement. 2\_ Students will be able to listen to a discussion and identify the final decision made. 3\_ Students will be able to participate in a problem-solving discussion and reach a decision. Students will be able to participate in a problem-solving discussion and reach a decision.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the competition notice on p. 20 and brainstorm ideas in pairs.	Brainstorms ideas for the school environmental competition.	
2- Explanation	Introduces the phrases for problem-solving from the Speaking box on p. 20. Plays the audio of the student committee discussion. Assigns WB p. 16 for practice.	Listens to the discussion and identifies which idea was chosen. Completes the dialogue in Ex. 4. Completes WB exercises on p. 16.	
3- Elaboration	Challenges students to role-play the committee meeting for one of the other ideas, using the target phrases to reach a different conclusion.	(Advanced): Role-plays a full committee discussion for a different idea. **(Support):** Focuses on completing the dialogue in Ex. 4 to practice the phrases in a controlled way.	
4- Closing	Manages the pair-work activity in Ex. 5, where students discuss the competition ideas and reach their own decision.	In pairs, discusses the different project ideas and uses the target phrases to agree on the best one.	

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## Lesson Plan

Subject: 11 grade

Unit Title: Unit 2: Looking ahead

Lesson Title: Lesson 6A: Grammar

Number of Classes ( 7 )

Previous Learning: grade

<p><b>The Main Outcomes: 1 _ Students will be able to use a variety of future forms for plans and hopes (Present Simple, Present Continuous, be going to, etc.).</b>  <b>2 _ Students will be able to use phrases like be planning to, be hoping to, be about to.                      3_ Students will be able to discuss future plans and arrangements. Students will be able to discuss future plans and arrangements.</b></p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss the infographic on p. 21 about the clothing industry.	Discusses the surprising statistics about clothing production and waste.	
2- Explana tion	Explains the different future forms for plans and hopes using the rules and examples on p. 21. Assigns WB p. 16 for grammar practice.	Matches the future form examples to their explanations in Ex. 4. Completes the sentences in Ex. 6. Completes WB exercises on p. 16.	
3- Elabora tion	Asks students to write a plan for a "sustainable fashion" week at school, using various future forms to describe the events.	(Advanced): Writes a detailed plan for a school event using future forms. ** (Support):** Works in pairs to choose the correct future forms in the sentences in Ex. 6.	
4- Clo sin g	Manages the speaking activity in Ex. 7, where students discuss their personal plans for the weekend and future.	In groups, discusses their personal plans for the weekend and after graduation, using a variety of future forms.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 2: Looking ahead

**Lesson Title:** Lesson 7A: Writing a formal email

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to understand the structure and conventions of a formal email. 2 \_ Students will be able to use formal language and phrases for making requests and suggestions. 3\_ Students will be able to write a formal email to an organization to address a problem. Students will be able to write a formal email to an organization to address a problem.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to compare the vegetables in the two photos on p. 22 and discuss the problems with plastic packaging.	Discusses the photos and the environmental problems caused by plastic.	
2- Explanation	Explains the structure and formal language of a formal email using the Writing box and examples on p. 23. Assigns WB p. 18-19 for revision.	Reads Farid's email on p. 22 and analyzes its structure and language. Completes the exercises in the Writing box and Ex. 6.	
3- Elaboration	Challenges students to write a formal reply from the supermarket, acknowledging the email and outlining the steps they will take.	(Advanced): Writes a formal reply from the supermarket. ** (Support):** Focuses on completing the matching exercises in the Writing box to understand the different parts of a formal email.	
4- Closing	Assigns the Writing Task on page 23: Write a formal email to a coffee shop chain about disposable cups.	Plans and writes a formal email to an organization about an environmental issue, following the correct structure and using formal language.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 2: Looking ahead

**Lesson Title:** Life Skills: Give a persuasive presentation

**Number of Classes ( 7 )**

**Previous**

**Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to understand the elements of planning and delivering a persuasive presentation. 2 \_ Students will be able to identify and use rhetorical devices (e.g., rhetorical questions, repetition, tripling). 3 \_ Students will be able to plan and deliver a short persuasive presentation on a topic they feel strongly about. Students will be able to plan and deliver a short persuasive presentation on a topic they feel strongly about.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students if they watch inspiring talks online and why they are popular.	Discusses inspiring talks and what makes them effective.	
2- Explanation	Guides students through the "Life Skills" boxes on p. 24 and p. 25, explaining planning, delivery, and rhetorical devices. Plays the audio of Jameela's presentation as a model.	Listens to the model presentation and analyzes its components (key message, engaging opening, personal stories). Matches rhetorical devices to extracts from the talk.	
3- Elaboration	Asks students to analyze a famous speech (e.g., a short clip from a Martin Luther King Jr. speech) and identify the rhetorical devices used.	(Advanced): Analyzes a famous speech for rhetorical devices. ** (Support):** Works in a group to identify the rhetorical devices in the extracts from Jameela's talk in Ex. 6, p. 25.	
4- Closing	Assigns the "Life Skills Project" on p. 25, asking students to prepare and give a short persuasive presentation.	Chooses a topic, prepares arguments, and delivers a short persuasive presentation to the class.	

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## Lesson Plan

Subject: 11 grade

Unit Title: Unit 3: Influences

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes ( 7 )

Previous Learning:

grade

**The Main Outcomes: 1 \_ Students will be able to talk about past and present habits using various forms. 2 \_Students will be able to differentiate between used to and would for past habits. 3\_Students will be able to use the continuous tense with always/forever for annoying habits. Students will be able to use the continuous tense with always/forever for annoying habits.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss the benefits of small vs. large families, based on the photos on SB p. 26.	Discusses the pros and cons of family sizes with a partner.	
2- Explanation	Explains the different structures for talking about habits (Present/Past Continuous + always, will/would, used to) using the grammar boxes on SB p. 27. Assigns WB p. 20-21.	Reads the texts on p. 27 and identifies the different forms used for habits. Completes grammar exercises in the SB and WB.	
3- Elaboration	Challenges students to write a "Then and Now" paragraph about themselves, using used to/would for past habits and Present Simple/Continuous for present habits.	(Advanced): Writes a "Then and Now" paragraph about their habits. ** (Support):** Focuses on completing the mini-conversations in Ex. 2 on p. 27 to practice annoying habits.	
4- Closing	Manages the "VALUES" discussion on p. 27, asking why it's important not to make fun of people.	Discusses the importance of not making fun of others.	

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## Lesson Plan

**Subject:** 11 grade    
 **Unit Title:** Unit 3: Influences    
 **Lesson Title:** Lesson 2A: Listening and Vocabulary    
 **Number of Classes ( 7 )**    
 **Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to distinguish between facts and opinions in a radio programme.    
 2 \_ Students will be able to understand and use vocabulary for life events.    
 3\_ Students will be able to discuss the influence of life events on personality. Students will be able to discuss the influence of life events on personality.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss the life events in the photos on SB p. 28 and which are most challenging.	Discusses the challenging nature of the life events shown.	
Explanation 2-	Plays the radio programme on p. 28. Explains the difference between facts and opinions using the Active Listening box. Assigns WB p. 22.	Listens to the programme and takes notes on the speakers' experiences. Differentiates between facts and opinions. Completes WB exercises.	
3- Elaboratio n	Asks students to think of a major life event (personal or historical) and list three ways it influenced people's lives.	(Advanced): Analyzes the impact of a major life event. **(Support):** Works in pairs to discuss the meaning of the phrases in Ex. 6 on p. 28.	
4- Clo sin g	Manages a class discussion based on the listening, talking about how negative events can sometimes have positive outcomes.	Discusses how stressful events can sometimes lead to positive personal growth.	

\*Self-Reflection on Learning and Teaching:

Class/Section	<b>11</b>						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 3: Influences

**Lesson Title:** Lesson 3A: Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to identify and use adjectives for personal qualities and behaviour. 2\_Students will be able to identify correct stress patterns in adjectives. 3\_Students will be able to discuss good and bad role models. Students will be able to discuss good and bad role models.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to list five important people in their lives and what makes them important.	Creates a list of important people and their qualities.	
2- Explanation	Introduces the personality adjectives from SB p. 29, discussing their positive/negative connotations. Conducts the pronunciation activity on stress patterns. Assigns WB p. 23.	Categorizes adjectives as positive or negative. Matches adjectives to definitions and stress patterns. Completes WB exercises.	
3- Elaboration	Challenges students to write a short character description for a fictional hero or villain, using at least five of the new adjectives.	(Advanced): Writes a detailed character description. **(Support):** Works in pairs to complete the sentences in Ex. 4 on p. 29.	
4- Closing	Manages the speaking activity (Ex. 9), asking students to discuss the influence of role models (public figures vs. friends/family).	Discusses who has more influence on them and why.	

\*Self-Reflection on Learning and Teaching:

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<b>Day/Date</b>								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 11 grade    
**Unit Title:** Unit 3: Influences    
**Lesson Title:** Lesson 4A: Reading and Grammar    
**Number of Classes ( 7 )**    
**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to identify attitudes and feelings of characters in a text.    
 2\_ Students will be able to use defining and non-defining relative clauses.    
 3\_ Students will be able to use participle clauses to add information. Students will be able to use participle clauses to add information.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the cover of Oliver Twist (p. 30) and predict the story's themes.	Discusses the book cover and predicts the story is about poverty and hardship.	
2- Explanation	Guides students through the summary of Oliver Twist on p. 30-31. Explains relative and participle clauses using the grammar box and examples on p. 32. Assigns WB p. 24, 26-27.	Reads the summary and answers comprehension questions. Completes grammar exercises on relative and participle clauses in the SB and WB.	
3- Elaboration	Asks students to find a short news article and identify any relative or participle clauses used.	(Advanced): Finds and analyzes clauses in a real-world text. ** (Support):** Focuses on rewriting the pairs of sentences in Ex. 6 (p. 32) to practice relative clauses.	
4- Closing	Manages the "REFLECT" discussion on p. 31, asking how poverty influences someone's life.	Discusses the impacts of poverty and whether any positive outcomes are possible.	

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School Development Consultant:

## Lesson Plan

**Subject:** 11 grade    
**Unit Title:** Unit 3: Influences    
**Lesson Title:** Lesson 5A: Listening and Speaking    
**Number of Classes ( 7 )**    
**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to distinguish between opinion and fact in a radio program.    
 2 \_ Students will be able to use phrases for generalizing.    
 3 \_ Students will be able to discuss and make generalizations about different generations. Students will be able to discuss and make generalizations about different generations.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to look at the memes about different generations on p. 33 and discuss the characteristics.	Discusses the generational memes and whether they are fair.	
Explanation 2-	Plays the audio phone-in programme about generations. Explains the phrases for generalizing from the Speaking Box on p. 33.	Listens to the programme and takes notes. Identifies the generalizing phrases used. Completes WB exercises.	
3- Elaboration	Challenges students to write a short, generalized description of teachers or parents.	(Advanced): Writes a generalized description of teachers. ** (Support):** Focuses on completing the sentences in Ex. 4 on p. 33 using the given prompts.	
4- Closing	Manages the presentation activity in Ex. 5, where students prepare and present about their own generation.	In pairs, prepares and gives a short presentation about their generation.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 3: Influences

**Lesson Title:** Lesson 6A: Writing an opinion essay

**Number of Classes ( 7 )**

**Previous Learning:**

grade

**The Main Outcomes:** 1 \_ Students will be able to understand the structure of an opinion essay (thesis, arguments, conclusion). 2 \_ Students will be able to use topic sentences to structure paragraphs. 3 \_ Students will be able to write a structured opinion essay on a given topic. Students will be able to write a structured opinion essay on a given topic.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to discuss the "Fact Box" about internet use on p. 34 and the essay question.	Discusses the facts and forms an initial opinion on the essay question.	
2- Explanation	Explains the structure of an opinion essay using the Writing box on p. 35. Explains the concept of topic sentences using the Active Writing box.	Reads the model essay and analyzes its structure, thesis statement, and arguments. Identifies the topic sentences.	
3- Elaboration	Asks students to write a strong topic sentence for the opposing argument of the model essay.	(Advanced): Writes a topic sentence for the opposing view. ** (Support):** Works in a group to identify the topic sentences in the model essay (Ex. 6).	
4- Closing	Assigns the Writing Task on p. 35: Write an opinion essay on whether family is more influential than friends.	Plans, outlines, and writes an opinion essay on the given topic.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 4: Inside story

**Lesson Title:** Lesson 1A: Vocabulary and Grammar

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to use vocabulary related to news and mysteries. 2 \_ Students will be able to use narrative tenses (Past Simple, Past Continuous, Past Perfect Simple/Continuous). 3 \_ Students will be able to tell a short story using a sequence of past tenses. Students will be able to tell a short story using a sequence of past tenses.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss fake news: what it is, examples, and when they think it started (SB p. 36).	Discusses the topic of fake news with a partner.	
2- Explanation	Plays the podcast about fake news (p. 36). Explains the use of different narrative tenses using the examples on p. 37. Assigns WB p. 28-29.	Listens to the podcast and answers questions. Completes the grammar exercises on narrative tenses in the SB and WB.	
3- Elaboration	Gives students a set of pictures and asks them to create a short story, making sure to use all four narrative tenses.	(Advanced): Writes a short story using all four narrative tenses. ** (Support):** Focuses on completing the text in Ex. 8 on p. 37, choosing the correct past tenses.	
4- Closing	Manages the speaking activity (Ex. 10), where students discuss why people believe fake news.	In pairs, discusses the psychology behind believing fake news.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 4: Inside story

**Lesson Title:** Lesson 2A: Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to identify and use vocabulary and collocations for news reporting. 2\_ Students will be able to differentiate between adjectives describing news reports (e.g., balanced, sensational). 3\_ Students will be able to discuss the role of media and journalism. Students will be able to discuss the role of media and journalism.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the "clickbait" headlines on p. 38 and discuss why news sites use them.	Analyzes the clickbait headlines and discusses their purpose.	
2- Explanation	Introduces news reporting vocabulary and collocations from p. 38. Explains the meaning of the adjectives in Ex. 5. Assigns WB p. 30.	Listens to the audio and completes the collocations. Matches adjectives to definitions. Completes WB exercises.	
3- Elaboration	Challenges students to rewrite a "sensational" headline to make it more "balanced" and objective.	(Advanced): Rewrites a sensational headline to be more objective. (Support):** Works in pairs to match the adjectives to their definitions in Ex. 5 on p. 38.	
4- Closing	Manages the speaking activity (Ex. 6), asking students if they would like to work as a journalist and why.	Discusses the pros and cons of being a journalist.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 4: Inside story

**Lesson Title:** Lesson 3A: Grammar

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to identify negative adverbials. 2\_ Students will be able to use negative inversion to add emphasis to a sentence. 3\_ Students will be able to rewrite sentences using negative inversion. Students will be able to rewrite sentences using negative inversion.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to identify the text type of the article on p. 39.	Identifies the text as a human interest story.	
2- Explanation	Explains the concept of negative inversion for emphasis, using the grammar box and examples on p. 39. Assigns WB p. 31.	Analyzes the examples and identifies the inverted word order. Rewrites sentences using negative inversion in the SB and WB.	
3- Elaboration	Gives students simple sentences and asks them to rewrite them for dramatic effect using different negative adverbials.	(Advanced): Rewrites sentences using a variety of negative adverbials. ** (Support):** Focuses on completing the multiple-choice exercise (Ex. 1) on p. 39 with teacher support.	
4- Closing	Manages the speaking activity (Ex. 5), where students create a news story based on the inverted sentences they wrote.	In pairs, creates a short news story for one of the sentences from Ex. 3.	

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## Lesson Plan

**Subject:** 11 grade    **Unit Title:** Unit 4: Inside story    **Lesson Title:** Lesson 4A: Reading and Vocabulary    **Number of Classes ( 7 )**    **Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to recognize bias in news reports.    2 \_ Students will be able to use noun suffixes (-ment, -tion, -ist, etc.).    3 \_ Students will be able to analyze two contrasting news reports on the same topic. Students will be able to analyze two contrasting news reports on the same topic.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to look at the photos on p. 40 and predict what the two contrasting news reports will be about.	Predicts the topic of the news reports based on the photos.	
Explanation 2-	Guides students to read the two reports on p. 40. Explains how to recognize bias using the Active Reading box on p. 41. Assigns WB p. 32.	Reads the two reports and finds examples of bias. Completes exercises on noun suffixes.	
3- Elaboration	Challenges students to write a short, biased news report about a school event, then swap with a partner and identify the bias.	(Advanced): Writes a biased news report and analyzes a partner's report. ** (Support):** Works in a group to complete the noun suffix table in Ex. 5 on page 41.	
4- Closing	Manages a class debate on the hotel development, assigning students to argue for or against the project.	Participates in a class debate, taking one side of the argument about the hotel development.	

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## Lesson Plan

**Subject:** 11 grade    **Unit Title:** Unit 4: Inside story    **Lesson Title:** Lesson 5A: Listening and Speaking    **Number of Classes ( 7 )**    **Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to identify specific details in a radio programme about famous photos.    2 \_ Students will be able to use phrases for telling an anecdote.    3 \_ Students will be able to tell a short anecdote. Students will be able to tell a short anecdote.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss famous photographs they know.	Discusses famous photos and why they are memorable.	
2- Explanation	Plays the audio about famous photos (p. 42). Explains the structure and phrases for telling an anecdote using the Speaking box on p. 43. Assigns WB p. 32.	Listens to the audio and answers comprehension questions. Completes the Speaking box and practices the phrases.	
3- Elaboration	Asks students to prepare a short anecdote about a funny or surprising photo from their own lives.	(Advanced): Prepares and tells a well-structured personal anecdote about a photo. **(Support):** Works in pairs to put the phrases in the Speaking box into the correct categories.	
4- Clo sin g	Manages the speaking activity (Ex. 6), where students plan and tell an anecdote that could be an urban myth.	In pairs, plans and tells a short anecdote to their partner.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 4: Inside story

**Lesson Title:** Lesson 6A: Writing a story

**Number of Classes ( 7 )**

**Previous Learning:** grade

<p><b>The Main Outcomes:</b> 1_ Students will be able to understand the structure of a narrative. 2_ Students will be able to use a variety of narrative tenses and descriptive language. 3_ Students will be able to write a story with a clear beginning, middle, and end. Students will be able to write a story with a clear beginning, middle, and end.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to read the beginning of the story "The man in black" on p. 44 and predict what will happen next.	Reads the story opening and makes predictions about the ending.	
2- Explanation	Explains the elements of storytelling using the Writing box on p. 45 (Title, Structure, Language). Reviews narrative tenses and adverb positions. Assigns WB p. 34-35 for revision.	Reads the complete story and analyzes how the author uses narrative techniques. Completes vocabulary and grammar exercises.	
3- Elaboration	Gives students a different story starter and asks them to write the next paragraph, focusing on building suspense.	(Advanced): Continues a story from a new prompt, focusing on suspense. (Support):** Focuses on matching the highlighted words to their definitions in Ex. 6 on p. 45.	
4- Closing	Assigns the Writing Task on p. 45: Write a story beginning or ending with the given sentence.	Plans and writes a short story, using a variety of tenses and descriptive adverbs.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 4: Inside story

**Lesson Title:** Life Skills: How to be good at debating

**Number of Classes ( 7 )**

**Previous**

**Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to understand the structure and rules of a formal debate. 2 \_ Students will be able to use phrases for supporting arguments and making counterarguments. 3 \_ Students will be able to participate in a structured debate on a given topic. Students will be able to participate in a structured debate on a given topic.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss the difference between a debate and a conversation.	Discusses the differences between a debate and a casual conversation.	
2- Explanation	Explains the structure of a debate and the tips for being a good debater from p. 46. Introduces the phrases for supporting arguments from the Speaking box on p. 47.	Reads the tips and analyzes the structure of a debate. Listens to the audio debate and identifies the arguments used.	
3- Elaboration	Asks students to watch a short clip of a professional debate online and analyze the techniques used by the speakers.	(Advanced): Watches and analyzes a professional debate. *(Support):* Works in a group to list arguments for and against the statement in Ex. 4 on p. 47.	
4- Closing	Assigns the "Life Skills Project" on p. 47: Participate in a debate about household responsibilities.	In pairs, prepares arguments for a debate and then presents them to another pair.	

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School Development Consultant:

## Lesson Plan

**Subject:** 11 grade      **Unit Title:** Unit 5: Making sense of the senses

**Lesson Title:** Lesson 1A: Vocabulary and Grammar

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to use gerunds and infinitives after certain verbs, adjectives, and for purpose.      2 \_ Students will be able to differentiate between used to, be used to, and get used to.      3 \_ Students will be able to discuss the five senses and their importance. Students will be able to discuss the five senses and their importance.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to name the five senses and discuss which is their strongest.	Discusses the five senses with a partner.	
2- Explanation	Explains the rules for using gerunds and infinitives from the grammar box on SB p. 49. Explains the difference between used to / be used to / get used to from the "Watch Out!" box. Assigns WB p. 36-37.	Reads the fact sheet on p. 48. Completes the grammar exercises in the SB and WB.	
3- Elaboration	Challenges students to write a short paragraph about adapting to a new situation (e.g., a new school), using get used to.	(Advanced): Writes a paragraph about adapting to a new situation. ** (Support):** Focuses on completing the matching exercise (Ex. 4) on p. 49 to understand the basic rules.	
4- Closing	Manages the "VALUES" discussion on p. 49, asking why it's important to understand disabilities.	Discusses the importance of understanding different disabilities.	

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## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 5: Making sense of the senses

**Lesson Title:** Lesson 2A: Vocabulary

**Number of Classes ( 7 )**

**Previous**

**Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to use vocabulary to describe pleasant and unpleasant smells. 2 \_ Students will be able to use onomatopoeic words to describe sounds. 3 \_ Students will be able to use adjectives to describe textures (touch). Students will be able to use adjectives to describe textures (touch).

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students about their favourite smells and sounds they dislike.	Discusses their favourite and least favourite sensory experiences.	
2- Explanation	Introduces vocabulary for smell, sound, and touch from the exercises on SB p. 50. Assigns WB p. 38.	Reads the online post and completes the vocabulary exercises. Matches sounds to their descriptions. Matches texture adjectives to pictures. Completes WB exercises.	
3- Elaboration	Asks students to describe their favourite meal using vocabulary from all three senses (smell, sound of cooking/eating, texture).	(Advanced): Writes a multi-sensory description of their favourite meal. **(Support):** Works in pairs to match the sounds to their descriptions in Ex. 4 on p. 50.	
4- Closing	Manages the speaking activity in Ex. 7, asking students to think of items that match the descriptions.	In pairs, thinks of examples for each sensory description (e.g., an overpowering perfume, a fluffy animal).	

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## Lesson Plan

Subject: 11 grade

Unit Title: Unit 5: Making sense of the senses

Lesson Title: Lesson 3A: Grammar

Number of Classes ( 7 )

Previous Learning: grade

**The Main Outcomes: 1 \_ Students will be able to differentiate between verbs followed by gerunds or infinitives with a change in meaning (remember, try, stop). 2 \_ Students will be able to use verbs of perception (see, hear) with object + infinitive or gerund. 3\_ Students will be able to use verbs like need with a gerund in a passive sense. Students will be able to use verbs like need with a gerund in a passive sense.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to think of jobs that require a good sense of smell, hearing, etc.	Brainstorms jobs that rely heavily on one of the senses.	
2- Explanation	Explains the change in meaning for verbs like remember/try/stop + gerund/infinitive. Explains verbs of perception and the passive gerund with need (SB p. 51). Assigns WB p. 39.	Listens to the audio and completes the grammar exercises. Differentiates between the meanings in the pairs of sentences (Ex. 2). Completes WB exercises.	
3- Elaboratio n	Challenges students to write a short story that includes at least two of the "change of meaning" verbs used correctly (e.g., "He stopped to check his phone, and then he stopped checking it.").	(Advanced): Writes a short story using the target grammar. ** (Support):** Focuses on completing the sentences in Ex. 5 on p. 51.	
4- Clo sin g	Asks students to create their own example sentences for each of the rules covered in the lesson.	Creates their own example sentences to demonstrate understanding.	

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## Lesson Plan

**Subject:** 11 grade    **Unit Title:** Unit 5: Making sense of the senses

**Lesson Title:** Lesson 4A: Reading and Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to make inferences from a text.      2 \_Students will be able to understand and use vocabulary related to social work and education.      3\_Students will be able to discuss the challenges and achievements of disabled individuals. Students will be able to discuss the challenges and achievements of disabled individuals.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to look at the photos related to Sabriye Tenberken on p. 52 and predict her story.	Discusses the photos and makes predictions about the text.	
Explanation 2-	Guides students through the Active Reading skill of "Making inferences" on p. 53. Assigns WB p. 40.	Reads the article and answers comprehension questions, focusing on making inferences. Completes vocabulary and preposition exercises.	
3- Elaboratio n	Asks students to research another inspiring person who overcame a disability and write a short biography, similar to the article about Sabriye.	(Advanced): Researches and writes a short biography of an inspiring person. ** (Support):** Works in a group to answer the True/False inference questions in Ex. 3 on p. 53.	
4- Clo sin g	Manages the "REFLECT" discussion on p. 53, asking if disabled people in their country face challenges.	Discusses prejudices or challenges that disabled people might face in their community.	

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## Lesson Plan

**Subject:** 11 grade    **Unit Title:** Unit 5: Making sense of the senses

**Lesson Title:** Lesson 5A: Listening and Vocabulary

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to identify specific details in a podcast about the history of a food item.    2 \_ Students will be able to use vocabulary related to food and cooking.    3 \_ Students will be able to discuss food origins and cultural tastes. Students will be able to discuss food origins and cultural tastes.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to complete a simple ketchup recipe on p. 54 to activate schema.	Completes the recipe with the given verbs.	
Explanation 2-	Plays the podcast about the history of ketchup (p. 54). Introduces vocabulary for describing food (e.g., savoury, bland, spicy). Assigns WB p. 40.	Listens to the podcast and answers comprehension questions. Completes the vocabulary exercises.	
3- Elaboratio n	Asks students to research the origin of another common food item (e.g., potatoes, coffee) and present their findings.	(Advanced): Researches and presents on the history of another food. ** (Support):** Works in pairs to match the food adjectives to their opposites in Ex. 4 on p. 54.	
4- Clo sin g	Manages the "REFLECT" discussion on p. 54, asking why some tastes are universal.	Discusses why certain tastes are popular across different cultures.	

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School Development Consultant:

## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 5: Making sense of the senses

**Lesson Title:** Lesson 6A: Speaking

**Number of Classes ( 7 )**

**Previous**

**Learning:** grade

**The Main Outcomes:** 1 \_ Students will be able to use a range of phrases to ask about and express preferences. 2 \_ Students will be able to differentiate between general preferences (prefer + gerund) and specific choices (would prefer + infinitive). 3 \_ Students will be able to participate in a group discussion to make a choice. Students will be able to participate in a group discussion to make a choice.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students about their favourite dishes and restaurants.	Discusses their food preferences with a partner.	
2- Explanation	Introduces the phrases for expressing preferences from the Speaking box on p. 55. Explains the grammar of preference verbs from the "Watch Out!" box.	Listens to the conversation and identifies the preference phrases used. Completes the grammar exercises.	
3- Elaboratio n	Challenges students to plan a perfect three-course meal for a special occasion, justifying their choices and preferences for each course.	(Advanced): Plans and presents a three-course menu with justifications. ** (Support):** Focuses on completing the sentences in Ex. 4 on p. 55 to practice the structures.	
4- Clo sin g	Manages the group role-play activity (Ex. 6), where students have to decide on a restaurant.	In a group of three, discusses restaurant options and uses the preference language to make a collective decision.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>11</b>							
<b>Number of absent students /Total number</b>								
<b>The class order in the timetable</b>								
<b>Day/Date</b>								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 11 grade

**Unit Title:** Unit 5: Making sense of the senses

**Lesson Title:** Lesson 7A: Writing a review

**Number of Classes ( 7 )**

**Previous Learning:** grade

**The Main Outcomes:** 1\_ Students will be able to understand the structure and conventions of an informal review. 2\_ Students will be able to use a range of adjectives and intensifiers to make their writing more engaging. 3\_ Students will be able to write a structured review of a place, event, or product. Students will be able to write a structured review of a place, event, or product.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the photos of the Jordan Museum on p. 56 and discuss what they might see there.	Discusses the photos and predicts the contents of the museum.	
2- Explanation	Explains the structure of a review (Introduction, Description, Positive/Negative Aspects, Recommendation) using the Writing box on p. 57. Explains the use of intensifiers (very, absolutely, totally). Assigns WB p. 42-43 for revision.	Reads the model review of the Jordan Museum and analyzes its structure and language. Completes exercises on intensifiers.	
3- Elaboration	Asks students to write a review of the school canteen or a recent school trip.	(Advanced): Writes a detailed review of a school-related experience. ** (Support):** Works in pairs to find the intensifiers in the model review (Ex. 4, p. 57).	
4- Closing	Assigns the Writing Task on p. 57: Write a review of a café, computer game, or exhibition.	Plans and writes a review of a chosen topic, using an informal style, intensifiers, and a clear structure.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>11</b>							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

