

Lesson Plan

Class / Level: 10th Grade
Subject: English Language

Number of Classes:

Unit Title: **1-Looking good**

Lesson Title: **LESSON 1A VOCABULARY AND GRAMMAR (SB pages 4-5)**

Previous Learning: Students have a foundational understanding of the Present Simple and Present Continuous tenses from previous grades.

The Main Outcomes:	-Tell when to use the Present Simple and Present Continuous. -Use the words: casually, celebrate, celebration, results, school-leaver, underdressed, uniform, well-dressed. - Bring relevant personal experiences into a conversation. Vocabulary: • <i>casually, celebrate, celebration, results, school-leaver, underdressed, uniform, well-dressed</i>		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Guide students to look at the picture and prompt them with questions about where they think the people are and what they are doing. -Encourage a pair discussion of the two questions from the text, ensuring they give reasons for their answers.	-Observe the picture and discuss their observations with a partner. -Formulate and articulate reasons for their answers to the questions.	
2-Explanation	-Direct students to read the first paragraph of the text and check if their answer to a previous question was correct. -Place students in pairs to complete the activity and find justifications in the text. -Refer students to the Grammar box. -Ask guiding questions to elicit the rules for the Present Simple and Present Continuous.	-Read the first paragraph. -Complete the activity in pairs, finding evidence in the text. -Read the Grammar box and answer questions about the tenses.	
3-Elaboration	-Direct students to the "Watch Out!" box and elicit state verbs from them. -Instruct students to make sentences with state verbs in the Present Simple and Present Continuous. -Model Exercise 4 by providing an example on the board. - Instruct students to complete Exercises 4 and 5 individually and then check their answers with a partner. - Illustrate the production activity by saying three true and one false sentence about yourself using the target tenses. - Instruct students to write their own sentences and share them with a partner.	-Read about state verbs. -Make sentences and read them to a partner. -Complete the grammar exercises individually and check with a partner. -Write true and false sentences and play a guessing game with a partner.	
4-Closing	-Refer students to the "Can-do" statement to encourage them to reflect on what they have learned. -Assign homework: instruct students to write true sentences about people in their family using the Present Simple and Present Continuous.	-Reflect on their learning. -Write sentences about their family members for homework.	

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School Development Consultant:

Lesson Plan

Class / Level: 10th Grade
Subject: English Language

Number of Classes:

Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 1B VOCABULARY AND GRAMMAR (WB pages 4-5)***

Previous Learning: Students have been introduced to the rules of the Present Simple and Present Continuous tenses.

The Main Outcomes:	Tell when to use the Present Simple and when to use the Present Continuous		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up Prompt students to write two sentences using the Present Simple and two sentences using the Present Continuous, each reflecting a different use of the tense. -Invite volunteers to read their sentences to the class.	-Write four sentences using the specified tenses and their different uses. -Read their sentences aloud to the class.	
2-Explanation	-Review the grammar by going through the example in the first exercise with the class. -Encourage students to recall the different uses of each tense.	-Recall and state the rules for using the Present Simple and Present Continuous.	
3-Elaboration	-Instruct students to work individually to complete conversations in Exercise 1 with words from the box. - Facilitate peer comparison of answers. -Direct students to work in pairs on Exercise 2 to match the two parts of the sentences. -Monitor and check answers as a class. -Have students work individually to choose the correct verb forms in Exercise 3. - Instruct students to work individually on Exercises 4 and 5. -Model Exercise 6 by going through the example. -Instruct students to complete Exercises 7, 8, and 9, working individually or in pairs.	-Work individually to complete conversations and compare answers with a partner. -Match sentence parts in pairs. -Choose the correct verb forms. -Write a short paragraph about what they are wearing now and what they usually wear.	
4-Closing	-Ask students to swap their paragraph from Exercise 9 with a partner. -Instruct them to read each other's work and offer suggestions for improvement. -Assign homework by asking students to bring in photos of outfits they like or choose photos online.	-Swap paragraphs with a partner and provide feedback. -Take note of the homework assignment.	

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Class / Level: 10th Grade
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Number of Classes:

Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 2A VOCABULARY (SB page 6)***

Previous Learning: Students have a basic understanding of clothing vocabulary from a previous homework assignment.

The Main Outcomes:	<p>Identify key information in an extended text or article.</p> <p>- Give clear, detailed descriptions on a wide range of familiar subjects.</p> <p>- Write descriptions of real or imaginary people.</p> <p>Vocabulary: • <i>accessories, baggy, blouse, buttoned, cardigan, cashmere, checked, clothing, cotton, denim, embroidered, fabric, footwear, full-length, headscarf, hoodie, leather, linen, logo, long-sleeved, loose-fitting, material, narrow, outfit, paisley, pattern, plain, polka dots, scarf, silk, striped, stylish, suit, vintage, v-necked, wide-brimmed, wool.</i></p> <p>-Give or seek personal views and opinions in discussing topics of interest.</p> <p>-Use language related to describing clothes and appearance.</p>		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	<p>Warm-up</p> <p>-Instruct students to take out their pictures from their homework.</p> <p>- Ask them to show their pictures to a partner and together describe what the people are wearing.</p>	<p>-Take out homework pictures.</p> <p>- Show them to a partner and describe what the people are wearing.</p>	
2- Explanation	<p>-Facilitate class feedback on their descriptions to introduce the lesson's aim.</p> <p>-Explain that the lesson will focus on learning and using language related to clothes and appearance. Write the headings "Clothes," "Footwear," and "Accessories" on the board.</p>	<p>-Listen to feedback and the lesson's aim.</p> <p>-Observe the headings on the board.</p>	
3- Elaboration	<p>-Instruct students to work in pairs to add more words under each heading. - Monitor and drill correct pronunciation.</p> <p>-Direct students to the photos in Exercise 2 and instruct them to identify as many items as they can without looking at the text.</p> <p>-Ask students to give an example for each of the words "material," "patterns," and "shape."</p> <p>-Instruct students to complete Exercise 3 individually adding more words for each category.</p> <p>-Write the headings "face and hair," "opinions," and "style" on the board, and elicit words for each.</p> <p>- Instruct students to look at the photos on page 6 and describe the clothes.</p> <p>-Ask students to discuss which style they prefer and why.</p> <p>-Instruct students to think about what their parents or grandparents wear or wore.</p> <p>- Instruct students to write a short description of the outfit they are wearing in Exercise 6.</p>	<p>-Work in pairs to add words under the headings on the board.</p> <p>-Identify as many clothing items as they can in the photos.</p> <p>-Give examples for the new categories.</p> <p>-Complete Exercise 3 individually and try to add more words.</p> <p>-Participate in a class activity to suggest words under the new headings.</p> <p>-Describe the clothes in the photos and discuss their style preferences.</p> <p>-Think about what their parents or grandparents wear. -Write a short description of their outfit.</p>	
4- Closing	<p>-Refer students to the "Can-do" statement to encourage them to reflect on what they have learned.</p> <p>- Assign homework by asking students to write a description of clothes worn at a special occasion and to bring in a photo for the next lesson.</p>	<p>-Reflect on what they have learned.</p> <p>-Take note of the homework assignment.</p>	

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Number of Classes:

Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 2B VOCABULARY (WB: page 6)***

Previous Learning: Students have learned and practiced vocabulary related to clothes and appearance.

The Main Outcomes:	<ul style="list-style-type: none"> -Use language related to describing clothes and appearance. - Write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model 		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Initiate a game. Write a letter on the board and prompt students to tell you an item of clothing that begins with that letter. -Expand the game to include adjectives to describe clothing.	-Participate in the game, calling out items of clothing or adjectives.	
2-Explanation	-Briefly review key vocabulary by asking students to give examples of different clothing types they have learned so far. -Clarify any words that students seem to have difficulty with before they begin the exercises.	-Recall and state vocabulary words from the previous lesson's topic.	
3-Elaboration	-Instruct students to work individually on Exercise 1, identifying all the items of clothing in the wardrobe. -Analyze the example with the class. - Direct students to complete Exercise 2, identifying the odd one out in each list. - Encourage students to justify their answers. - Instruct students to work individually on Exercises 3 and 4 to complete the sentences. -Go through the examples and check answers as a class. -Refer students to the rubric for Exercise 5. -Instruct them to find a photograph and write a short paragraph describing the outfits. -Monitor students during the activity and offer support as necessary.	-Identify clothing items in a wardrobe. - Complete the "odd one out" activity and explain their reasoning. -Choose the correct words to complete sentences. -Write a short paragraph based on a photograph.	
4-Closing	-Ask students to swap their descriptive paragraph with another student. -Encourage them to read each other's work and offer suggestions for improvement. -Assign homework by asking students to think about an actor and how they have changed their appearance for different film roles.	-Swap their description with a partner. -Read and offer suggestions for improving their partner's work. -Take note of the homework assignment.	

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Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 3A LISTENING AND VOCABULARY (SB page 7)***

Previous Learning: Students have prior knowledge of vocabulary for clothes and appearance from previous lessons, including a homework assignment on actors changing their appearance.

The Main Outcomes:	<p>-Understand the main points of a simple podcast. -Identify key words and phrases in descriptions of someone's appearance and clothes. -Use language related to describing clothes and appearance. -Give or seek personal views and opinions. -Make predictions about text content from headings and titles. Vocabulary: • Words and phrases to describe physical appearance: <i>bags under the eyes, double chin, long eyelashes, smooth skin, wrinkles</i></p>		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	<p>Warm-up -Prompt students about what kinds of films they think actors have to change their appearance the most. -Refer students to the question in Exercise 1 and instruct them to discuss in pairs how actors change their appearance for films they have seen. -Elicit answers from the class. -Draw out from students what a podcast is. -Instruct students to look at Exercise 5 and read the sentences (but not answer them). -Have students work in pairs to answer questions in Exercise 2.</p>	<p>-Discuss how actors change their appearance in pairs. -Share answers with the class. -Define what a podcast is. Look at Exercise 5 and read the sentences. -Answer the questions in Exercise 2 in pairs.</p>	
2-Explanation	<p>-Play the recording for students to check their answers to the pre-listening questions. -Elicit answers as a class. -Introduce the new vocabulary from the box and explain any unknown words.</p>	<p>-Listen to the recording to check their answers. -Recite answers to the class. -Listen to the new vocabulary and ask questions about unknown words.</p>	
3-Elaboration	<p>-Put students into new pairs to complete Exercise 4, which involves identifying the type of missing words in the sentences. -Play the recording for students to complete Exercise 5. -Direct students to the words and phrases in the box for Exercise 6. -Instruct students to work individually to write sentences about people they know using the new words. -Instruct students to discuss the questions in Exercise 7 in groups. - Facilitate a class discussion to share answers.</p>	<p>-Work in pairs to complete Exercise 4. -Listen to the recording to complete Exercise 5. -Write sentences about people they know using the new vocabulary. -Discuss questions in groups and share answers with the class.</p>	
4-Closing	<p>-Refer students to the "Can-do" statement at the bottom of the page and encourage them to reflect on what they have learned. -Assign homework by asking students to write down the different ways that help them to listen effectively.</p>	<p>-Reflect on their learning. -Take note of the homework assignment.</p>	

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Number of Classes:

Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 3B VOCABULARY (WB page 7)***

Previous Learning: Students have a basic vocabulary for clothing and appearance.

The Main Outcomes:	Use language related to describing clothes and appearance Pronunciation: • Silent letters in words: <i>answer, butcher, castle, climb, comb, debt, echo, honest, honour, hour, knee, knife, knit, knock, knowledge, listen, often, plumber, rhythm, subtle, sword, two, wrinkle.</i>		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up -Prompt students about awards ceremonies. -Ask who attends them and what they wear.	-Discuss and share their knowledge about awards ceremonies.	
2- Explanation	-Direct students to skim the text to get the gist. - Instruct students to complete Exercise 1 individually with suitable words. -Play the recording to check answers. -Refer students to the Active Pronunciation box and explain the concept of silent letters.	-Skim the text to get the main idea. -Complete Exercise 1 individually. -Listen to the recording to check answers. -Read the Active Pronunciation box and listen to the teacher's explanation.	
3- Elaboration	-Instruct students to write down all the clothes they can remember from the text in Exercise 2. -Direct students to work in pairs to underline silent letters in sentences for Exercise 3. -Direct students to read words from the box in Exercise 4 and play the recording for them to complete the sentences. -Play the recording again for Exercise 5 to have students underline silent letters. -Guide students to find the word that does NOT contain a silent consonant in Exercise 6. -Play the recording for Exercises 7 and 8 to have students check answers and write down sentences.	-Recall and write down clothes from the text. -Underline silent letters in sentences in pairs. -Complete sentences by listening to a recording. -Underline silent letters in new words. -Identify the word without a silent consonant. -Write the five sentences they hear.	
4- Closing	-Instruct students to write a sentence containing three or four words with silent letters. -Encourage them to swap and check with a partner. - Assign homework by asking students to use a dictionary to find more words with silent letters.	-Write a sentence with silent letters. -Swap and check with a partner. -Take note of the homework assignment.	

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Unit Title: **1-Looking good**

Lesson Title: **LESSON 4A READING AND VOCABULARY (SB pages 8-9)**

Previous Learning: Students have a basic vocabulary for clothing and appearance.

The Main Outcomes:	<p>-Guess the meaning of unfamiliar words from context.</p> <p>-Predict the content of a text using headings, images, and captions.</p> <p>-Express opinions and attitudes.</p> <p>Vocabulary: bring out, get it wrong, look down on, look up to, set up, broad-shouldered, curly-haired.</p> <p>-Identify the main topic of a structured text.</p> <p>-Scan a text for specific information.</p>		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	<p>Warm-up</p> <p>-Begin by sharing the teacher's personal preferences on clothes and accessories to prompt a pair discussion.</p> <p>-Direct students to look at the article's title, photos, and captions and ask them to predict what it is about.</p>	<p>-Discuss their favorite and least favorite clothes with a partner.</p> <p>-Look at the article's features and predict the topic.</p>	
2-Explanation	<p>-Ask students for any words they do not understand from the text.</p> <p>-Clarify meanings of difficult words.</p> <p>-Explain that they will read to find the answers to comprehension questions.</p> <p>-Examine the first sentence of Exercise 4 and elicit that look up to is a phrasal verb.</p> <p>-Illustrate the difference between phrasal verbs with one and two particles using examples.</p>	<p>-Read the questions and answer options.</p> <p>-Look up unknown words.</p> <p>-Read the text to find the answers.</p> <p>-Identify a phrasal verb and its meaning.</p>	
3-Elaboration	<p>-Instruct students to complete Exercise 4 in pairs and come up with their own sentences with the new phrasal verbs.</p> <p>-Refer students to the Watch Out! box and explain compound adjectives.</p> <p>-Direct students to complete Exercise 5.</p> <p>-Guide students to discuss the words in the word box in Exercise 6 and how they make them feel.</p> <p>-Divide the class into groups to discuss the statement: "Appearance is not important. It's what's inside that counts."</p>	<p>-Complete Exercise 4.</p> <p>-Create example sentences.</p> <p>-Read about compound adjectives and complete the activity.</p> <p>-Discuss how clothes make them feel.</p> <p>-Debate the statement in groups.</p> <p>-Write a paragraph explaining the meaning of the expression from Exercise 8.</p>	
4-Closing	<p>-Refer students to the "Can-do" statement to encourage reflection.</p> <p>-Assign homework by asking students to find and learn five more phrasal verbs that can be used to talk about people.</p>	<p>-Reflect on what they have learned.</p> <p>-Take note of the homework assignment.</p>	

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Number of Classes:

Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 5A GRAMMAR (SB page 10;)***

Previous Learning: Students have a basic understanding of clothing, style, and the use of articles.

The Main Outcomes:	-Express and comment on ideas and suggestions in informal discussions - Identify which article (including no article) to use with a range of nouns and noun phrases		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Prompt students to define "style" and if it plays an important part in their lives. -Divide them into groups to discuss, and then facilitate a class feedback session. -Direct students to read the first part of the rubric and discuss it in pairs. - Ask students to read the text and compare their ideas with the text.	-Discuss their ideas about style in groups. -Read the text and compare their ideas.	
2-Explanation	-Elicit what an article is and write some examples on the board. -Instruct students to read the Grammar box and ask questions to check their understanding. - Have students look at the text and circle any articles. - Direct students to complete Exercise 2. - Check answers as a class.	-Define what an article is. -Read the Grammar box. -Circle articles in the text. -Complete Exercise 2 and check answers with a partner.	
3-Elaboration	-Instruct students to read and complete the text in Exercise 3. -Play the recording for students to check answers. - Arrange groups to discuss answers if necessary. -Direct students to read the rubric for Exercise 4. -Play the recording for them to complete the activity. -Instruct students to say the sentences to each other. -Read the question for Exercise 5 with the class and elicit a few ideas. - Put students into groups to share their ideas.	-Complete the text in Exercise 3 and check answers by listening to a recording. -Complete the activity for Exercise 4 and say the sentences to a partner. -Share ideas in groups for Exercise 5.	
4-Closing	-Refer students to the "Can-do" statement to encourage reflection on what they have learned. -Assign homework by asking students to write a paragraph about the clothes they discussed in Exercise 5.	-Reflect on their learning. -Take note of the homework assignment.	

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Subject: English Language

Number of Classes:

Unit Title: **1-Looking good**

Lesson Title: **LESSON 5B GRAMMAR (WB page 8)**

Previous Learning: Students have been introduced to the rules for using articles (a, an, the)

The Main Outcomes:	Identify which article (including no article) to use with a range of nouns and noun phrases.		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Write the, a, an, and ø on the board. Instruct students to work in pairs to write an example sentence under each heading. -Ask volunteers to read out their sentences and check that they are correct.	-Work in pairs to write an example sentence for each article. -Read their sentences aloud to the class.	
2-Explanation	Direct students to complete the rules about how to use articles in Exercise 1. Check answers as a class. Explain that they need to match each example with one of the rules in Exercise 1. Check answers again as a class, encouraging students to explain their reasoning.	-Complete the rules in Exercise 1. -Match each example with a rule in Exercise 2. -Explain their choices.	
3-Elaboration	-Instruct students to work individually to choose the correct article to complete the sentences in Exercise 3. -Facilitate peer-checking of answers. -Direct students to skim the blog in Exercise 4 and ask them what it is about. Instruct them to complete the blog post. -Monitor students during the activity. -Refer students to the rubric for Exercise 5 and instruct them to make notes before writing a paragraph.	-Choose the correct articles in Exercise 3 and check answers with a partner. -Skim the blog post and identify the topic. -Complete the blog post with articles. -Make notes and write a paragraph.	
4-Closing	-Ask students to swap their paragraph with another student. -Encourage them to read each other's work and offer suggestions for improving it. -Assign homework by asking students to think about the kinds of jobs that require uniforms.	-Swap paragraphs with a partner. -Read their work and offer suggestions for improvement. -Take note of the homework assignment.	

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Unit Title: ***1-Looking good***

Lesson Title: ***LESSON 6A SPEAKING (SB page 11)***

Previous Learning: Students have prior knowledge of clothing and appearance vocabulary.

The Main Outcomes:	-Follow an everyday conversation. -Ask for clarification and confirmation of understanding. -Summarize and give opinions on issues. -Use conversation strategies to maintain a discussion. -Use phrases to invite others into a discussion.		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up Instruct students to keep their books closed, write "Uniform" on the board, and prompt them to discuss in pairs where people usually wear uniforms and why. -Ask students to share their answers with the class.	-Discuss where people wear uniforms and why - Share their ideas with the class.	
2-Explanation	Direct students to open their books. Read the statements in Exercise 2 and explain any unknown words. Explain that they will listen to a conversation and decide which opinions from Exercise 2 are expressed. Play the recording. Direct students to read the Speaking box individually and instruct them to complete the activity in pairs.	-Read the statements and ask about unknown words. -Listen to the recording and identify which opinions are expressed. - Read the Speaking box and match phrases to their functions.	
3-Elaboration	-Have students discuss the statements in Exercise 2 in pairs. -Instruct them to read through the questions in Exercise 4 and ask them to guess what the situation might be. -Play the recording and check answers. -Explain that they will now use the language from the Speaking box to discuss the pros and cons of wearing a uniform. Put students into groups. Monitor for proper use of language and vocabulary.	-Discuss their opinions on the statements in pairs. -Read the questions for Exercise 4 and guess the situation. -Listen to the recording and answer the questions. -Discuss the pros and cons of wearing a uniform in groups.	
4-Closing	-Refer students to the "Can-do" statement to encourage reflection on what they have learnt. - Assign homework by asking students to write a dialogue similar to the discussion they had, including phrases from the Speaking box.	-Reflect on their learning. -Take note of the homework assignment.	

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Unit Title: **1-Looking good**

Lesson Title: **LESSON 7A WRITING (SB pages 12-13) +Revision (WB Ps10-11)**

Previous Learning: Students have a basic understanding of vocabulary related to clothing, food, and parties.

The Main Outcomes:	-Write simple informal emails giving news or opinions. -Justify the reasons for a particular decision. -Write an everyday text using short elements. -Adopt an appropriate level of formality.		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Prompt students about what they know about the wood-fired oven and write their ideas on the board.	-Discuss and share their knowledge about the topic.	
2-Explanation	-Instruct students to read the text to find out about the history of the wood-fired oven. Put students into pairs to complete Exercise 1. -Direct students to Huda's email in Exercise 2 and ask them to read it and answer the question. -Guide students to identify the informal features of the email in Exercise 3. -Refer students to the Writing box and instruct them to complete Exercise 4. -Have students complete Exercise 5 individually and check answers as a class. -Instruct students to complete the email in Exercise 6 with phrases from the box.	-Read the text and answer the question in pairs. -Read the email and answer the question. Identify and discuss informal features. -Study the Writing box and complete the activity. - Complete Exercise 5 individually and compare answers. -Complete the email in Exercise 6.	
3-Elaboration	-Put students into pairs for Exercise 7. -Instruct them to decide on an outfit for the party and describe it to their partner, giving reasons for their choice. - Monitor for correct language use. -Direct students to read the rubric for Exercise 8, make notes and then write their reply to Huda's email. -Remind them to use the Writing box and to self-check. Tell them to check each other's email.	-Decide on an outfit and describe it to a partner. -Read the rubric. -Make notes and write their reply to the email. Self-check their work and check a partner's email.	
4-Closing	-Refer students to the "Can-do" statement to encourage reflection. -Assign homework by asking students to study the Word List in the Student's Book page 62. -Monitor doing revision exercises.	-Reflect on their learning. -Take note of the homework assignment. -Do revision exercises as homework.	

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