

Lesson Plan

Class / Level: 10th Grade

Subject: English Language

Unit Title: **3: Active and healthy**

Lesson Title: 1A VOCABULARY AND GRAMMAR (SB) pages 26–27

Number of Classes:

Previous Learning: Students have foundational knowledge of Past Simple and Past Continuous tenses

The Main Outcomes	-Use the Past Perfect in a range of common situations . -Use 'as soon as' with the Past Simple and Past Perfect . -Use the Past Perfect with adverbial clauses of time -Vocabulary: Extreme sports: amateur, entering competitions, qualified for, set (a) record, suffered injuries, taking home a medal, turned professional.		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up: Ask students what they do to keep fit. Put students into pairs and instruct them to write down as many extreme sports as they can in one minute. -Get feedback and ask them which sports they would and wouldn't like to try.	-Answer questions about fitness routines. -Work in pairs to write down extreme sports. Share their answers and opinions with the class.	
2-Explanation	- Ask students to look at the photo of Aaron in Exercise 2 and ask what they notice. -Give them time to complete the activity and then ask what questions the text answered and what they found interesting. -Refer students to the Grammar box in Exercise 3. Ask students to read it, identify the verb tenses in the examples, and match them to the meanings. -Ask follow-up questions to check understanding of the tenses.	-Look at the photo, read the text, and answer questions about it. -Read the Grammar box, identify the verb tenses, and match them to the meanings. -Answer the teacher's questions about the tenses.	
3-Elaboration	- Guide students to work in pairs to complete Exercise 4. -Have students complete Exercise 5 individually and then compare with a partner. Model the first gap in Exercise 6 and have students complete the rest. -Put students in pairs for Exercise 7 and ask them to explain the highlighted words to their partner before they complete the text. -Instruct students to work in new pairs for Exercise 8 to ask and answer the questions from Exercise 7.	Work in pairs to complete Exercise 4. -Complete Exercise 5 individually and compare answers. - Complete the text in Exercise 6 individually and compare answers. -Explain the highlighted words to a partner and complete the text in Exercise 7. -Ask and answer the questions from Exercise 7 with a new partner.	
4-Closing	- Refer students to the "Can-do" statement and encourage them to reflect on what they have learned. -Assign homework: Ask students to find out about another athlete with a disability and write a short paragraph about them.	-Reflect on the lesson content. -Note down the homework assignment.	

Self-Reflection on Learning and Teaching:

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School Development Consultant:

Lesson Plan

Class / Level: 10th Grade

Subject: English Language

Unit Title: **3: Active and healthy**

Lesson Title: 1B VOCABULARY AND GRAMMAR (WB) pages 20–21.

Number of Classes:

Previous Learning: Students have been introduced to the Past Simple, Past Continuous, and Past Perfect tenses in Lesson 1A.

The Main Outcomes	-Use the Past Perfect in a range of common situations .		
The Stages	Teacher Action	Learner Action	Time
1-Engagement 2-Explanation	- Ask students to write three sentences about themselves: one in the Past Simple, one in the Past Continuous, and one in the Past Perfect. -Ask volunteers to share their sentences and check for understanding of the differences in use. -Reinforce through practice	-Write three true sentences about themselves using the three different past tenses. -Share their sentences with the class. - Students will apply the grammar rules learned in the previous lesson directly in the practice exercises.	
3-Elaboration	- Go through the examples for Exercises 1, 2, 3, 4, 5, 6, and 7. -Instruct students to work individually or in pairs to complete the activities. -Check answers as a class, encouraging students to explain their choices. - Refer students to the rubric and example for Exercise 8 and remind them to think about the tenses. - Refer students to the rubric for Exercise 9 and ask them to think of an admired athlete and write a short paragraph individually.	-Complete Exercises 1-7 individually or in pairs, applying their knowledge of past tenses and vocabulary. -Compare answers with a partner. -Work in pairs to complete the interview in Exercise 8. -Work individually to write a short paragraph about an athlete for Exercise 9.	
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 make notes about their favorite sport and why they like it.	-Swap paragraphs with a partner and offer suggestions for improvement. -Note down the homework assignment.	

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Class / Level: 10th Grade

Subject: English Language

Unit Title: **3: Active and healthy**

Lesson Title: 2A Vocabulary (SB)page 28

Number of Classes:

Previous Learning: Students have completed Lesson 1A and practiced past tenses.

The Main Outcomes:	-Find and understand information in advertisements for sporting or cultural events . -Bring relevant personal experiences into a conversation to illustrate a point -Vocabulary: • Sports and activities: <i>athletics track, basketball court, boxing ring, changing room, football pitch, leisure centre, lift weights, rock climbing wall, rowing machine, squash court, swimming pool, tennis court, training programmes</i> • Fitness: <i>build up muscles, get into shape, keep fit, out of shape, unfit</i>		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Ask students to think of their favorite sports. Instruct students to collaborate and find someone who shares the same favorite/least favorite sport (Exercise 1). Ask students to report back.	- Collaborate to find peers with shared sports preferences. -Articulate findings (S-T).	
2- Explanation	Refer students to the leaflet (Exercise 2). In pairs, students analyze and extract the sports/activities, special offer, and club opinion. Check answers .	Analyze the leaflet and extract key information (sports, offer). report findings	
3- Elaboration	-Have students complete collocations (Exercise 3) individually, then check in pairs. Encourage students to communicate by asking and answering the questions, asking for more detail . - Instruct students to read the leaflet and complete the dialogue (Exercise 4) in pairs. -Play Audioscript 3.1 to check. Ask students to close books. -Elicit and write new vocabulary on the board. Students ask and answer questions in pairs (Exercise 5) using the new vocabulary .	-Complete collocations and communicate by asking questions . -Complete the dialogue and verify with audio. - Communicate personal experiences using the new vocabulary .	
4-Closing	-Refer students to the Can-do statement to reflect on what they've learned. -Assign homework: Write a description of their first week at the leisure centre, including an injury, using the lesson vocabulary and past tenses from Lesson 1A.	-Reflect on learning . -Note the homework assignment.	

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Subject: English Language

Unit Title: **3: Active and healthy**

Lesson Title: 2B Vocabulary (WB page 22)

Number of Classes:

Previous Learning:.. Students acquired vocabulary for sports -activities and fitness in Lesson 2A and completed a description of their first week at a leisure centre (homework from Lesson 2A).

The Main Outcomes:	-Use language related to sports . Vocabulary: • Sports: <i>court, machine, pitch, track, pool, ring</i>		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	-Put students into pairs. Ask them to give their homework description of the first week at the leisure centre to their partner to read. Ask for a few volunteers to read their descriptions to the class.	-Give their written work to a partner to read. Read descriptions to the class.	
3-Elaboration	-Instruct students to read the rubric for Exercise 1 (Swap the bold word). -Explain that each bold word is in the wrong sentence and needs to be changed with another bold word.. Check answers as a class. -Have students work individually to choose the correct word from the box for Exercise 2 (Word Choice). Check answers as a class. Students work individually to choose the correct pronoun for Exercise 3 . Check answers as a class, encouraging them to explain their choices . - Exercise 4 (Injuries Vocabulary) Students work then compare answers in pairs to complete the injury-related vocabulary. Check answers as a class. -Ask students to read the first text carefully before attempting Exercise 5 (Review Paragraph). Check answers as a class. Exercise 6 . Students write a short paragraph individually about a sport they do or would like to try in the future, including possible injuries .	- Work individually to analyze sentences and then compare in pairs to complete the error correction . -Choose the correct words (Exercise 2) and answers (Exercise 3), and explain the reasoning. -Complete the injury-related vocabulary (Exercise 4). -Work in pairs to complete the review paragraph (Exercise 5). -Write a short paragraph about a chosen sport and its injuries (Exercise 6).	
4-Closing	-Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it Assign homework - Ask students to think about a time they or someone they know called an emergency number and make notes for homework.	-Swap paragraphs and read each other's work to offer suggestions for improvement. -Note down the homework assignment.	

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Unit Title: **3: Active and healthy**

Lesson Title: 3A Listening and Vocabulary (SB page 29)

Number of Classes:

Previous Learning: Students practiced the Past Simple, Past Continuous, and Past Perfect tenses and acquired sports/fitness vocabulary . They also prepared stories for homework about calling an emergency number.

The Main Outcomes:	-Recognise the speaker's point of view in a presentation . -Understand main points and check comprehension using contextual clues . -Derive the probable meaning of unknown words from short contexts . -Narrate a story . and relate basic details of unpredictable occurrences . -Acquire vocabulary related to accidents and emergencies (e.g., <i>knocked down, heart attack, concussion</i>).		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	-Ask students to share the stories they wrote for homework about calling an emergency number. Share your own story if appropriate.	-Share their stories with the class.	
2- Explanation	-Read the Fact Box. Instruct students to look at the photo and discuss situations requiring an emergency number (Exercise 1). -Instruct students to collaborate in pairs (Exercise 2) to determine the meaning of the words, using a dictionary if necessary. Check meanings. -Have students complete the activity by deciding which service to call for each emergency. Check answers.	-Discuss emergency situations. -Collaborate to determine word meanings and decide which emergency service is needed.	
3- Elaboration	-Refer students to the Active Listening box. Discuss the tone of voice for <i>complaining, offering, explaining, informing</i> . Play Audioscript 3.2 (Exercise 3). - Instruct students to read the questions for Exercise 4 (Audioscript 3.3). Play the recording once or twice. Check answers. -Elicit and write the past tenses on the board. In pairs (Exercise 5), one person must retell the story from Omar's point of view, and the other from his mother's point of view - Monitor tenses and vocabulary use. Put students into new pairs (Exercise 6).	-Analyze different tones of voice. -Listen and Analyze the tone in the recording. -Read questions, listen to the recording, -Choose answers, and compare with a partner. -Retell the story from two different perspectives, applying correct grammar tenses. -Explain vocabulary to a partner and complete the exercise individually.	
4-Closing	Refer students to the Can-do statement to reflect on what they've learned (e.g., interesting, new, challenging). -Assign homework: Find out about one or two people who have changed their life around and make brief notes on the changes they made.	-Reflect on the lesson content. -Note the homework assignment.	

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Unit Title: **3: Active and healthy**

Lesson Title: 3B Vocabulary (WB page 23)

Number of Classes:

Previous Learning: Students acquired accident and emergency vocabulary and practiced narrating stories . They completed homework on people who changed their lives.

The Main Outcomes:	-Follow an everyday conversation or informal interview -Acquire vocabulary related to medical conditions/injuries (e.g., <i>bang, fracture, heal, sprain, wrist</i>). -Analyze and distinguish syllable stress patterns in verbs and nouns with the same spelling		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	-Ask students to refer to their homework. -Lead a discussion on who has made the biggest life changes.	-Present their homework to their group. -Discuss and compare the life changes with peers.	
2-Explanation	-Refer students to the words in the box (Exercise 1) and check understanding of <i>bang, fracture, heal, performance, sprain, wrist</i> . -Explain the main objective: to use this vocabulary and practice distinguishing verb/noun stress.	-Check understanding of new vocabulary. -Focus on the objectives for the lesson.	
3-Elaboration	-Put students in pairs to collaborate on Exercise 1. Play Audioscript 3.4 to check answers. -Instruct students to work in pairs on Exercise 2; Play the recording to check answers. - Play the recording for Exercise 3 for students to determine if each word is a noun or verb based on the stress. Check answers, encouraging students to explain the pattern . - Play the recording for Exercise 4 for students to repeat the two ways of saying each word. -Put students into pairs for Exercise 5 to read the sentences to one another, then check pronunciation with the recording. Guide students to write a short paragraph individually for Exercise 6 about a sport they like, including possible injuries . Ask students to swap their paragraph with another student. Ask them to read each other's work and offer suggestions for improving it .	Collaborate to complete the vocabulary task, then listen and check. -Analyze stress patterns in pairs and check with the audio. -Determine the part of speech based on stress. Repeat and practice pronunciation. -Create a short paragraph about a sport and its injuries. -Swap paragraphs and offer suggestions for improvement.	
4-Closing	- Play a game where you point to a word from Exercise 3 and say <i>verb</i> or <i>noun</i> ; students must say the word with the correct pronunciation. -Assign homework: find more examples of words which can be both a noun and a verb.	Participate in the pronunciation game. - Note the homework assignment.	

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Unit Title: **3: Active and healthy**

Lesson Title: 4A Grammar (SB page 30)

Number of Classes:

Previous Learning: Students have practiced **Past Simple** and **Past Continuous** and narrated stories about life changes .

The Main Outcomes:	-Use ‘used to’ to refer to past habits and routines . -Use ‘would’ to refer to past habits and routines .		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	-Put students into pairs. Model the activity using the example in Exercise 1. Ask students to complete the activity and then compare answers in their pairs. Alternatively, students write down three ways their lives are different from before, and the class guesses who wrote them.	-Collaborate to complete the sentences or write down life changes and share with the class.	
2-Explanation	-Ask students to look at the photo and menu and discuss the health of the menu items (Exercise 2). -Play the recording for students to listen for the answers to the questions. Check answers. -Give students time to read the Grammar box (Exercise 3). Play the answer to the first item and have students complete the activity in pairs, then listen to check.	Discuss the menu. Listen to the audio and extract details about Amina’s life changes. Read the Grammar box. Collaborate to match the sentences.	
3-Elaboration	-Refer students to the Grammar box and Watch Out! box (Exercise 4). -Have students work in pairs to decide when to use <i>used to</i> and <i>would</i> . Check answers, emphasizing the restrictions on <i>would</i> (not for states). Refer students to the Grammar Reference. -Ask students to make a list of things that have changed in their lives (Exercise 5). Model the activity. Put students in pairs to complete the activity. Alternatively, students mingle and ask each other questions using <i>used to</i> and <i>would</i> .	-Analyze the grammar boxes and determine the rules for <i>used to</i> and <i>would</i> . -Create a list of personal changes. -Communicate and collaborate in pairs by asking and answering questions about past habits. - Retell a story using the new structures.	
4-Closing	-Refer students to the Can-do statement to reflect on what they’ve learned (e.g., interesting, new, easy, or challenging). -Assign homework: Give students the provided text and ask them to replace all underlined words with <i>used to</i> or <i>would</i> wherever possible.	-Reflect on the lesson content. -Note the homework assignment.	

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Unit Title: **3: Active and healthy**

Lesson Title: 4B Grammar (WB page 24)

Number of Classes:

Previous Learning: Students have studied the rules for ‘used to’ and ‘would’ (Lesson 4A) and completed a homework text replacement task.

The Main Outcomes:	-Use ‘used to’ and ‘would’ to refer to past habits and routines. - Distinguish between uses of <i>used to</i> and <i>would</i>		
The Stages	Teacher Action	Learner Action	Time
1-Engagement 2-Explanation	-Write <i>When I was five...</i> on the board and complete it with a personal example using <i>used to</i> . Ask students to talk with a partner for two minutes and come up with three sentences of their own about things they <i>used to</i> or <i>didn't use to</i> do. Ask some students to report back one thing their partner did.	-Collaborate to create three sentences about their past habits. -Report back one of their partner's habits.	
3-Elaboration	-Instruct students to complete the sentences in Exercise 1 using <i>used to</i> and the words in brackets. Remind them to decide if <i>used to</i> is needed. Students work individually. Check answers. -Ask students to read the sentences in Exercise 1 again and tick the ones where <i>would</i> can be used (Exercise 2). -Students check their answers in pairs. Read the rubric for Exercise 3 and do the example. -Remind students there is only ONE missing word. Students work individually to complete the sentences, then compare answers in pairs. Check answers. -Have students work individually for Exercise 4 to choose the correct answer. Check answers, encouraging students to explain why their choice is correct . - Refer students to the words in the box for Exercise 5. Students work individually to complete the sentences using the verbs and <i>used to</i> or <i>would</i> . They then compare answers in pairs. -Ask students to think about how their eating habits have changed since they were young (Exercise 6). Students write their short paragraph individually .	- Apply the <i>used to</i> structure to complete the sentences. -Analyze the sentences to determine where <i>would</i> can replace <i>used to</i> . -Complete the sentences with the one missing word. -Choose the correct answers and explain their reasoning. -Complete the final grammar practice using the verb box. -Create a paragraph detailing changes in eating habits.	
4-Closing	-Ask students to give their paragraph to another student. Students read their partner’s paragraph and then discuss whether their eating habits are similar to one another’s . -Assign homework: make a list of five or six questions they often ask shop assistants when shopping.	-Read their partner’s work and discuss their eating habits. -Note the homework assignment.	

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Unit Title: **3: Active and healthy**

Lesson Title: **5A Speaking and Vocabulary (SB page 31)**

Number of Classes: Students have practiced grammar (*used to/would*) (Lesson 4A/4B) and prepared questions for shop assistants as homework.

The Main Outcomes:	-Politely interrupt during a conversation using fixed expressions -Decline offers politely using formal and informal expressions -Follow an everyday conversation on common topics -Acquire vocabulary related to health and food (e.g., <i>free-range, organic, wholemeal</i>).		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	-Ask students what type of shops they go to for different products -Put students into pairs to answer the questions in Exercise 1,	Discuss different shop types. Share and answer their prepared questions in pairs.	
2-Explanation	-Explain that students will listen to a conversation in a health food store (Exercise 2). -Play the recording (Audioscript 3.10) for students to find the answer to the question: <i>Does Mariam find it difficult to learn where everything is?</i> Check the answer. Refer students to the Speaking box (Exercise 3). -Give time to read the fixed expressions. Model the first item. Ask students to complete the activity individually, then compare answers in pairs. Play Audioscript 3.11 to check.	-Listen to the conversation and extract the answer to the question. -Read the Speaking box. -Complete the matching activity individually and compare answers with a partner.	
3-Elaboration	-Explain the formation of indirect questions (no question marks with <i>I was wondering/I'd like to know</i>). Do the second item of Exercise 4 as a class. Have students work in pairs to complete the activity. Check answers. -Ask students to read the sentences in Exercise 5 individually. Play the recording, pausing for students to repeat. -Highlight how underlined words blend together in pronunciation. - Put students into new pairs for a role play (Exercise 6). Refer Student A to page 73 and Student B to page 75. -Have students do the activity, monitoring for use of fixed expressions and polite forms .	-Analyze the grammar of indirect questions. -Collaborate in pairs to complete the indirect questions. -Listen and repeat, focusing on the connected speech pronunciation. -Role play the scenario using the practiced expressions and polite forms.	
4-Closing	-Refer students to the Can-do statement to reflect on what they've learned. -Assign homework: make a list of the different food and drinks sold at their school canteen and, if possible, bring photos of some of them.	-Reflect on the lesson content. Note the homework assignment.	

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Subject: English Language

Unit Title: **3: Active and healthy**

Lesson Title: 6A Reading and Vocabulary (SB pages 32–33)

Number of Classes:

Previous Learning: Students practiced polite language (Lesson 5A) and completed homework listing food and drinks sold at the school canteen.

The Main Outcomes:	-Identify key information in a simple academic text, guided by questions. -Guess the meaning of an unfamiliar word from context -Recognise significant points and arguments in newspaper articles -Acquire vocabulary for describing food and drink (e.g., <i>calories, fizzy, organic, processed</i>).			
The Stages	Teacher Action	Learner Action	Time	
1- Engagement	-Put students into pairs. Ask them to share their homework lists and discuss the healthiness of the food. - Discuss what other types of food they would like to see their canteen sell. -Instruct students to individually list the healthy and unhealthy food they eat, then compare lists with a partner (Exercise 1). Lead a class discussion on their general diet health.	-Share their homework lists and discuss food healthiness with a partner. -Create an individual list of dietary habits. -Compare and discuss lists with a partner.		
2- Explanation	-Refer students to the picture and title on page 33 and ask what they think the text is about. -Instruct students to read the article and complete the gap-fill activity (Exercise 2), reminding them of the extra sentences. -Remind students to read the sentences before and after the gap carefully. Check answers.	-Predict the text's content based on the title/picture. -Skim the text to verify predictions. -Read the article and complete the gap-fill, collaborating with a partner to verify answers .		
3- Elaboration	-Ask students what they found interesting about the article and what they consider a balanced diet. - Encourage students to discuss the benefits of slow food. Instruct students to form questions with the prompts in Exercise 3. In pairs (Exercise 4), ask students to read the Fact Box and check the meanings of any unfamiliar words, encouraging them to guess first . Ask students to write down which superfoods they have eaten or want to try, giving a reason. In pairs (Exercise 5), students explain the words in the box . Check answers. - Exercise 6. Write the provided statement on the board. -. Ask groups to report back. Explain that for Exercise 7, they should choose a region, find out about the diet, and write a paragraph about it. Students read the information to each other in pairs.	-Discuss the article's content and the concept of a balanced diet. -Formulate the questions and then answer them with a new partner. -Analyze the vocabulary in the Fact Box. -Guess meanings and write down their preferences and reasons. -Explain the vocabulary in the box to a partner. -Complete the activity individually and mingle to communicate the questions. -I groups, they discuss the statement and collaborate to agree on the best idea. -Research and write a paragraph about a regional diet, then share with a partner.		
4-Closing	-Refer students to the Can-do statement to reflect on what they've learned -Assign homework: find photos of holidays or day trips with family/friends and make notes about the place, activities, and events.	-Reflect on the lesson content. -Note the homework assignment.		

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Subject: English Language

Unit Title: **3: Active and healthy**

Lesson Title: 7A Writing (SB pages 34–35)

Number of Classes:

Previous Learning: Students acquired food vocabulary (Lesson 6A) and prepared homework involving holiday photos and notes.

The Main Outcomes:	-Narrate a story in detail, giving relevant information about feelings and reactions . -Write a story with a simple linear sequence . -Use common connectors to tell a story or describe an event in writing .		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	-Ask students to show their holiday photos and say where they went and what they did. Ask if they have ever had a bad holiday and what happened. -Ask students what they would do if they saw a shark while swimming. -Put students in pairs to create a story using the pictures and words in the box (Exercise 1) and take notes.	-Share holiday photos and stories. -Collaborate to create a story based on the picture prompts and take notes.	
2- Explanation	-Have students read the model story on page 34. Ask if their stories were similar to the model. -Lead a class discussion (Exercise 2). -Discuss adjectives to describe the surfer, lifeguard, and people on the beach. -Elicit the verb tenses used in stories (Past Simple/Continuous/Perfect). Ask students to read the Writing box (Exercise 3) and collaborate in pairs to complete the activity, analyzing the story's structure. Check answers.	Read the model story and compare it to their created stories. Discuss and analyze the characters' feelings and reactions. Analyze the Writing box and complete the structural analysis of the story with a partner .	
3- Elaboration	-Ask students to look at the bold words in the story (Exercise 4). Elicit that they are linkers. - Put students in pairs for Exercise 5. -Ask them to find and list the underlined adjectives in the story, adding similar adjectives. Check answers. -Explain that for Exercise 6, they will re-tell the story from the surfer's point of view, making notes, not writing the full story. Remind them to use the Writing box, tenses, adjectives, and linkers. -Monitor and help with language. Give students about 15 minutes to write their own story (Exercise 7), using the Writing box and their notes. Tell them they can make it all up. Students self-check their stories, then exchange with a partner to check for clarity and completeness.	Identify and complete the gap-fill using appropriate linkers. Identify and list descriptive adjectives from the story. Collaborate to re-tell the story from a different perspective, focusing on flow and language. Write their own story, applying the learned techniques . Check their own and their partner's work for clarity and detail.	
4-Closing	-Refer students to the Can-do statement to reflect on what they've learned. -Assign homework: rewrite their story after receiving feedback from their peers.	-Reflect on the lesson content. - Note the homework assignment.	

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