

Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 37

Activity 2

Time: 40 minutes

Competency :- 5.Extracts necessary information from various types of texts  
Competency Level:- 5.2 Extracts specific information from various types of simple texts.

Step 1

- Tr. revises the previous part of the lesson to the Sts.
- Tr. revises the Sts. Knowledge on adjectives.
- Tr. asks the Sts. To go through the activities in the text and ask for any clarification.

Step 2

- Tr. groups the Sts.
- Tr asks the Sts. To do the activities given in the text in groups.
- Tr. monitors the Sts. Work and helps them where necessary.

Step 3

- Sts. Present their productions to the class
- Tr. let the Sts. comment on their friends' productions.
- Tr. gives the feedback at the end.

Date - 05.06.2017  
 Grade - 11  
 Unit - 6  
 Lesson - Determiners  
 Activity - Activity 3 ( page 61)  
 Competency- 6  
 Competency- 6.4 Uses determiners.  
 level  
 Time - 40 min

Presentation- 

- Gets the students to go through the dialogue in page 59 and to fill the chart with the words appear before the following words. ( highlighted words in the dialogue)

Ex: that	box
	Drama
	Costumes
	House
	character
	class

- Elicits other determiners from the students.
- Asks questions to elicit the function of the determiners.
- Explains how each determiner is used in a sentence

Practice - 

- Asks the students to answer the activity 3 and 4 orally.
- Tr. asks students to write the answers for activity 3 and 4.

Production- 

- Sts. present their answers to the class

Extended - 

- Tr. Gives necessary feedback.
- Asks students to complete activity 1, 2, 3 in workbook. ( 59,60,61 pages)

## Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 38 Activity 3

Time: 40 minutes

Competency :- 6 Uses English grammar for the purpose of accurate and effective communication.

Competency Level:- 6.9 Uses adverbs appropriately.

### Step 1

- Tr. revises the Sts. knowledge on adverbs.
- Tr. introduces different kinds of adverbs (eg:- manner, place, time, frequency, degree etc.)
- Tr, asks the Ss. to go through the examples given in the TB (page 38) and explains the function of adverbs, place where they are used in a sentence, and formation of adverbs to them.

### Step 2

- Tr, asks the Sts. to go through the activity 3 given on the same page.
- Tr. lets the ss ask for any clarification and clarifies their doubts.
- Tr. guides the Sts. to do the activity given in the text.
- Tr. monitors the Sts. and helps them where necessary.

### Step 3

- Tr. asks the Sts. to present their answers to the class.
- Asks the peers to comment on the answers.
- Tr. gives the feedback and Sts. get their answers corrected.
- Tr. asks the Sts. to do the activity on page 29 for homework

## Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 42 Activity 9

Time: 40 minutes

Competency :- 3 Engage in active listening and responds appropriately.

Competency Level:- 3.1 Responds to simple announcements.

### Step 1

- Tr. asks the Sts. to go through the listening task sheet given in the text .
- Tr. checks whether the Sts. can understand the instructions.
- Helps the Sts. to understand the new vocabulary

### Step 2

- Tr. asks the Sts. listen to the announcement that he/she is going to read and select the correct answer .
- Tr. asks the Sts. to write the number of the correct answer in their exercise books.
- Tr. reads the announcement on TG page 28 at normal conversational speed while the Sts. listen without writing anything.
- Tr. reads the announcement for the second time while the Sts. are doing the activity.
- Tr. reads the text for the second time for the Sts. to get their answers checked.

### Step 3

- Tr. asks the Sts. to exchange their books with the peers.
- Tr. tells the answers for the activity.
- Sts. do peer correction.
- Tr. gives the feed back at the end.

## Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 35 Activity 1

Time: 40 minutes

Competency :- 1. Identifies the sounds of English language

Competency Level:- Reads aloud different types of texts accurately and meaningfully.

### Step- 1

- Tr. leads a discussion with the Sts. On environmental pollution with the help of the picture in the TB. Page 36
- During the discussion Tr. introduces the new vocabulary like eminent, accumulate, haphazardly, pollution, sewage system, breeding grounds, infertility, substance, digested etc.
- Tr. elicits the Ss. knowledge about TV. Interviews.

### Step- 2

- Tr. ask the Sts. To get into pairs.
- If necessary Tr. presents the dialogue to the class with correct pronunciation, stress and intonation.
- Tr. guides the Sts. To practice the dialogue in pairs.
- Tr. monitors the sts. And helps them when and where necessary

### Step- 3

- Sts. Present the dialogue to the class in pairs
- Tr. notes down the common mistakes made by the Sts.
- At the end of all the presentations Tr. corrects the common mistakes made by the Sts.

## Lesson Plan

Date :-

19

Grade :- 11

Unit :- 05

Lesson :- TB Page 57 Activity 11

Time :- 40 minutes

Competency :- 4. Building up vocabulary using words appropriately and accurately to convey precise meaning.

Competency Level :- 4.4 Uses affixes to change the word class and the meaning of words.

### Step 1

- Tr. revises the Sts. knowledge on suffixes.
- Tr. explains the lessons given in the revision point on page 57.
- Tr. asks the Sts to do the activity given in the Textbook.
- Helps the Sts. to be familiarize with the special vocabulary and terms in relevant with the pie – chart.

### Step 2

- Sts. do the activity in the textbook.
- Tr. monitors and helps the Sts when and where necessary.

### Step 3

- Tr. gets the students to present their answers
- Gets them to write on the BB.
- Tr. discusses the answers with the whole class.
- Tr. corrects them with the help of the Sts and gives the necessary feedback.

## Lesson Plan

Date :-

20

Grade	:-	11
Unit	:-	05
Lesson	:-	TB Page 58 Activity 12
Time	:-	40 minutes
Competency	:-	4. Building up vocabulary using words appropriately and accurately to convey precise meaning.
Competency Level	:-	4.7 Uses nouns, verbs, adjectives and adverbs appropriately

### Step 1

- Tr. revises Sts. knowledge of past tense of the verbs.
- Tr. revises the students knowledge of regular and irregular past tense forms of the verbs.
- Lets them to go through the task and ask the students to be familiarize with the task.

### Step 2

- Tr. asks the Sts. to do the activity.
- Tr. monitors the Sts. work .
- Tr. supports the Sts. who can't do the activity individually.

### Step 3

- Tr. asks any volunteers to present their answers.
- Tr. leads a discussion with the students on the accuracy of the answers.
- Let's them to comment on them.
- Tr. points out mistakes made by them and correct them.

Date	-	14.6.207
Grade	-	11
Unit	-	6
Lesson	-	
Activity	-	Activity 10 (67 pg.)
Competency-		4
Competency-		4.4 uses suffixes to change the word class and the
level		meaning of the word.
Time	-	40 min
Presentation-		<ul style="list-style-type: none"> <li>• Tr. displays the following words and asks students to fill the missing letters using one of the following suffixes.</li> <li>• Tion/ sion/ ssion/ cian</li>   <li>• Act.....</li> <li>• Occa.....</li> <li>• Admi.....</li> <li>• Electri.....</li> </ul>
Practice-		<ul style="list-style-type: none"> <li>• Tr. groups the students.</li>   <li>• Tr. gets the students to fill the chart in activity 10</li> </ul>
Production-		<ul style="list-style-type: none"> <li>• Gets the students to present the answers.</li> <li>• Tr. discusses the answers.</li> </ul>
Extended - work		<ul style="list-style-type: none"> <li>• Asks students to do activity 10 of the workbook ( 66 pg.)</li> </ul>



## Lesson Plan

Date :-

14

Grade	:-	11
Unit	:-	05
Lesson	:-	TB Page 52 Activity 6
Time	:-	40 minutes
Competency	:-	5 Extracts necessary information from various types of texts.
Competency Level	:-	5.3 transfers information into other forms.

### Step 1

- Tr. recites the poem on page 51.
- Tr. helps the students to understand the poem
- Tr. explains the new vocabulary
- Get the students to recite the poem once or twice.

### Step 2

- Tr. groups the Sts.
- Tr. asks the Sts. to do the exercise given in the text books.
- Tr. monitors the Sts' work and helps if necessary.

### Step 3

- Sts. present their production to their classes.
- Tr. lets the student to comment on the message given in the poem.
- Tr. gives the feedback at the end.

Date - 15.6.2017

Grade - 11

Unit - 6

Lesson - Poem (leisure)

Activity - Activity 11 ( 68 pg. )

Competency- 5

Competency- 5.4 Reads and responds to simple poems.  
level

Time - 40 min

Presentation-

- Elicits the name of the poem by asking the Ss. to write the missing letters of the topic.
- Tr. introduces the new words in the poem and revises their knowledge on the features of a poem. ( stanza,couplet,simile,repitition)

Practice -

- Tr. reads the poem for the Ss. to listen.
- Ss. read it in whole class and in groups.
- Tr. asks simple questions to give the meaning of certain sentences.

Production -

- Gets the students to write the answers for activity 11.
- Gets the students to present the answers.
- Tr. discusses the answers.

Extended work -

- Tr. asks the Ss. to learn the poem by heart.

## Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 40 Activity 6

Time: 40 minutes

Competency :- 6. Uses English grammar for the purpose of accurate and effective communication.

Competency Level:- 6.11 Uses reported speech accurately

### Step 1

- Tr. revises reported speech to the Sts.
- Tr. displays a few direct sentences on the board and asks the volunteers to report them.
- Tr. asks the Sts. to go through the sentences in activity 6 and clarifies their doubts regarding the activity if there's any.
- If the Sts. are below average Tr. can get oral answers from the Sts. first.

### Step 2

- Tr. ask the Sts, to do the activity given under activity 6.
- Tr. monitors the Sts' work .
- Tr. supports the Sts. who can't do the activity individually

### Step 3

- Tr. asks 5 volunteers to write their answers on the board.
- Tr. leads a discussion with the Sts. on the accuracy of the answers.
- Tr. points out the mistakes made by the Sts. and corrects them with the help of the Sts

### Home work

- Work book page 30 Activity 04

## Lesson Plan

Date :-

13

Grade	:-	11
Unit	:-	05
Lesson	:-	TB Page 50 Activity 5
Time	:-	40 minutes
Competency	:-	8 Communicates clearly, fluently and concisely.
Competency Level	:-	8.8 Understands and conveys short messages.

### Step 1

- Tr. asks the Sts. To go through the activity 5 given in the book.
- Tr. checks whether the Sts, can understands the instructions.
- Tr. helps the Sts. to understand the new vocabulary.

### Step 2

- Tr. asks the Sts. to copy the exercises into their exercise books.
- Then fill in the blanks with the given answers appropriately.

### Step 3

- Tr. asks the Sts. to exchange their books with the peers.
- Tr. tells the answers for the activity.
- Sts. do peer correction.
- Tr. gives the feedback at the end.

Grade:- 11  
Date:- For 2 Days  
Unit:- 04  
Lesson:- TB. Page 38 Activity 4  
Time: 80 minutes  
Competency :- 7 Uses English creatively and innovatively in written communication  
Competency Level:- 7.5 Write simple compositions on different types of topics

Step 1

- Tr. discusses with the Sts. what "The three R's" means.
- Tr. draws the Sts. attention to the tree diagram given in the text book page 39 and leads a discussion about it with the Sts.
- Tr. elicits sentences orally from the Sts. about "the three R's"
- If necessary Tr. can display the necessary vocabulary or sentence structures on the bb.

Step 2

- Tr. groups the Sts.
- Tr. asks the Sts. to write a paragraph about " The Three R's " in their groups.
- Tr. monitors the Sts' work and helps them with the vocabulary and the structures.

Step 3

- Tr. asks the Sts. to display their productions in the class.
- Tr. asks each group to go to the productions of their peer groups and read them.
- Lets the Sts. comment on the strengths and drawbacks of of their friends' productions.
- Tr. corrects the common mistakes made by the Sts. and gives the feed back

### Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 40 Activity 7

Time: 40 minutes

Competency :- 5 Extracts necessary information from various types of texts  
Competency Level:- 5.1 Uses visual clues to derive the meaning of texts.

#### Step 1

- Tr. takes a real poster to the class and elicits the message conveyed by it from the Sts.
- Tr. leads a discussion in the class about the posters given in the text book page 40 and 41.
- During the discussion Tr. introduces the new vocabulary in the posters. ( eg:-scarcity, threat, wastepapers , fertilizers, pesticides, organisms etc. )

#### Step 2

- Tr. puts the Sts. into pairs.
- Asks them to do the Activity 7 and 8 in pairs.
- Tr. moves round the class and helps the Sts. where necessary.

#### Step 3

- Tr. asks the Sts. to present their answers to the class.
- Discusses the accuracy of the answers with the Sts.
- Tr. gives the feedback at the end.

Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 43 Activity 10

Time: 40 minutes

Competency :- 7 Uses English creatively and innovatively in written communication.

Competency Level:- 7.7 Writes for official purposes.

Step 1

- Tr. draws the Sts. attention to the announcements given by the CIB regarding scheduled power cuts.
- Tr. writes one such announcement on the board with the help of the Sts.
- Tr. draws the Sts. attention to the vocabulary and structures used in such announcements.

Step 2

- Tr. pairs the Sts. Guides them to select one area given in the table on page 43 and complete it.
- Tr. asks the Sts. to write an announcement regarding the scheduled power interruption in the particular area using the one on the board as a model.
- Tr. monitors the Sts'.work and helps them where necessary.

Step 3

- Sts. present their announcements to the class.
- Tr. notes down the common errors made by the Sts. in their productions.
- At the end of all the presentations Tr. conducts an error correction session to correct those errors

Date	-	13.6.207
Grade	-	11
Unit	-	6
Lesson	-	Forms of entertainment.
Activity	-	Activity 9 (65,66 pg.)
Competency-		5
Competency-		5.2 Extracts specific information from various types of
level		texts.
Time	-	40 min
Presentation-		<ul style="list-style-type: none"> <li>• Tr. displays a name of a drama, film, dancing style and a music style and elicits the forms of entertainment.</li> <li>• Gets the students to go through the text and find out what are the forms of entertainment described in each paragraph.</li> <li>• Have a general discussion on the importance of these forms of entertainment.</li> <li>• Introduces the new words and their pronunciation.</li> </ul>
Practice	-	<ul style="list-style-type: none"> <li>• Tr. groups the students.</li> <li>• Tr. gets the students to do the activity 9</li> </ul>
Production-		<ul style="list-style-type: none"> <li>• Gets the volunteers to present the answers.</li> <li>• Tr. discusses the answers.</li> </ul>
Extended - work		<ul style="list-style-type: none"> <li>• Tr. asks students to write a small paragraph on their favourite form of entertainment.</li> </ul>



## Lesson plans - (Grade 11)

Date	-	31.05.2017
Grade	-	11
Unit	-	5
Lesson	-	Let's write an essay on " How I manage my time "
Activity	-	Activity 7 ( Workbook-page 57)
Competency-		7
Competency- level		7.5 Writes simple compositions on different types of topics
Time	-	40 min
Presentation-		<ul style="list-style-type: none"><li>• Tr. recalls the quotes, poems about time included in the previous lessons.</li><li>• Tr. shows a mind map to develop the essay and elicits the necessary words.</li></ul>
Practice	-	<ul style="list-style-type: none"><li>• Tr. asks the students to fill the mind map orally.</li></ul>
Production - Extended work		<ul style="list-style-type: none"><li>• Gets the students to write the essay.</li><li>• Tr. asks the students to develop a dialogue.</li></ul>

## Lesson Plan

Date :-

21

- Grade :- 11
- Unit :- 05
- Lesson :- WB Page 49 Activity 01
- Time :- 40 minutes
- Competency :- 4. Uses English grammar for the purpose of accurate and effective communication
- Competency Level :- 6.1 construct simple sentences.

### Step 1

- Tr. revises the Sts. knowledge of past tense verbs.
- Tr. constructs some simple past sentences with the students.
- Gets them to go through the pictures in the work book.
- Tr. discusses with them and helps with necessary vocabulary if it is necessary.

### Step 2

- Tr. groups the Sts.
- Tr. monitors the Sts' work .
- Teacher helps the students who can't do the activity.

### Step 3

- Tr. gets the students to present their solution.
- Tr. leads a discussion with the students on the accuracy of the answers.
- Tr. points out mistakes made by them and correct them with the help of the students.

## Lesson Plan

Date :-

15

- Grade :- 11
- Unit :- 05
- Lesson :- TB Page 52 Activity 14
- Time :- 40 minutes
- Competency :- 8 Communicates clearly, fluently and concisely.
- Competency Level :- 8.2 Uses simple expressions appropriately in greeting, thanking, affirming, denying.

### Step 1

- Tr. leads a discussion in the class about such situation in relevant with the given situation in the textbook.
- Tr. helps students to be familiar with terms which can be used in such situations.

### Step 2

- Tr. puts the students into groups.
- Asks the Sts. to write the conversation in groups.
- Tr. moves round the class and helps the Sts. where necessary.

### Step 3

- Tr. asks the Sts. to present their answers to the class.
- Discusses the accuracy of the answers with the Sts.
- Tr. gives the feedback at the end.

## Lesson Plan

Date :-

18

Grade :- 11

Unit :- 05

Lesson :- TB Page 56 Activity 10

Time :- 40 minutes

Competency :- 7 Uses English creatively and innovatively in written communication.

Competency Level :- 7.8 writes compositions.

### Step 1

- Tr. discusses with Sts. what a pie chart is.
- Let's them to be familiarize with the pie chart and the given description.
- Tr. elicits sentences orally from the students on the pie chart.
- Helps the Sts. to be familiarize with the special vocabulary and terms in relevant with the pie – chart.

### Step 2

- Tr. groups the Sts.
- Tr. asks the Sts. to write a paragraph about the given pie chart.
- Tr. monitors the Sts' work and helps than with the vocabulary or sentences structures.

### Step 3

- Tr. asks the Sts. to display their production in the class.
- Tr. asks each group to note down the mistakes.
- Let's them to comment on them.
- Tr. corrects the common mistakes made by them.

## Lesson Plan

Date:-

Grade:- 11

Unit:- 04

Lesson:- TB. Page 44 Activity 10

Time: 40 minutes

Competency :- 5 Extracts necessary information from various types of texts.

Competency Level:- 5.3 Transfers information into other forms.

### Step 1

- Tr. elicits the Sts. knowledge on the animals facing extinction.
- In the discussion Tr. introduce the new vocabulary like extinction, global warming, survive, blubber, endangered etc.
- Tr. draws the Sts.' attention to the pictures given in the text.

### Step 2

- Tr. groups the Sts.
- Asks them to go through the activities given in the text and ask for any clarification.
- Tr. clarifies the doubts of the Sts. regarding the activity.
- Tr. guides the Sts. to do the given activities in groups.
- Tr. moves around the groups and helps them where necessary

### Step 3

- Tr. lets the Sts. present their answers to the class.
- Guides the peer to comment on the accuracy of the answers.
- Tr. asks the Sts. to mark their books themselves.
- Asks them to do the correction for home work.

## Lesson Plan

Date :-

12

Grade :- 11

Unit :- 05

Lesson :- TB Page 48 Activity 1,2

Time :- 40 minutes

Competency :- 5 Extracts necessary information from various types of texts.  
8 Communicates clearly, fluently and concisely.

Competency Level :- 5.1 Uses visual clues to derive the meaning of text.  
8.2. Uses simple expressions, appropriately in greeting, thanking, affirming, denying.

### Step 1

- Tr. takes a real poster or (a PowerPoint presentation if possible) to the class and elicits the message conveyed by it from the Sts.
- Tr. leads a discussion in the class about it.
- During the discussion Tr. Introduces the new vocabulary in relation to the topic.

### Step 2

- Tr. Puts the students into groups.
- Asks them to practise the dialogue in activity 2 page 49.
- Tr. moves round the class and helps the Sts. where necessary.

### Step 3

- Tr. asks each group to present their dialogue to the class.
- Tr. gives the feedback at the end if necessary.

## Lesson Plan

Date :-

11

Grade :- 11

Unit :- 04

Lesson :- TB Page 47 Activity 14

Time :- 40 minutes

Competency :- 7 Uses English creatively and innovatively in written / communication

Competency Level :- 7.5 Write simple compositions on different types of topics

### Step 1

- Tr. can brainstorm the Sts on the topic "Let's protects our environment." Sts will come out with the vocabulary related to the topic.
- Tr. writes vocabulary on the board.
- Then Tr. leads a discussion about the topic "Let's protect our environment."
- Tr. elicits sentences orally from the Sts about the topic.
- Tr. can display the necessary vocabulary or sentence structures on the bb.

### Step 2

- Tr. groups the Sts.
- Tr. asks the Sts. to write the essay on " Let's protect our environment" in their groups.
- Tr. monitors the Sts' work and helps them with the vocabulary and the structures.

### Step 3

- Tr. asks each group to read their productions in the class.
- Tr. asks all the groups to listen to all the essays.
- Lets the Sts. comment on the strengths and drawbacks of their friends' productions.
- Tr. corrects the common mistakes made by the Sts. and gives the feed back

- Date - 9.6.207
- Grade - 11
- Unit - 6
- Lesson - Lets complete an information sheet
- Activity - Activity 6 ( 64 pg. )
- Competency- 5
- Competency- 5.3 Transfers information into other forms
- level
- Time - 40 min
- Presentation-
  - Tr. elicits the important facts to be included in a notice
  - Tr. displays a notice and gets the students to name the event, date, time and place, organizers.
- Practice -
  - Tr. groups the students.
  - Tr. gets the students to do the activity 6
- Production -
  - Gets the students to present the answers.
  - Tr. discusses the answers.
- Extended -  
work
  - Tr. gives situations to write notices.



Date -	12.6.207
Grade -	11
Unit -	6
Lesson -	Let's make a telephone conversation.
Activity -	Activity 6, 7 (WB- 63 pg. )
Competency-	7
Competency- level	7.8 Writes compositions.
Time -	40 min
Presentation-	<ul style="list-style-type: none"> <li>• Have a brain storming session on the utterances used in telephone conversations.</li> <li>• Introduces the utterances given in the activity.</li> </ul>
Practice -	<ul style="list-style-type: none"> <li>• Oral elicitation of the answers for the given activity.</li> <li>• Asks the students to be in pairs and complete activity 6 and 7</li> </ul>
Production -	<ul style="list-style-type: none"> <li>• Gets the students to present the answers and act out the conversation I activity 7.</li> </ul>
Extended work -	<ul style="list-style-type: none"> <li>• Tr. gives a situation to write a telephone conversation.</li> </ul>

Lesson Plan

Date:- 22<sup>nd</sup> of May 2017

Grade:- 11

Unit:- 04

Lesson:- TB. Page 46 Revision point

Time:- 40 minutes

Competency :- 2 Uses mechanics of writing with understanding.

Competency Level:-2.1 Uses capital and simple letters appropriately.

Step 1


- Tr. revises the Sts'. knowledge on capitalization.
- Tr. explains the rules of capitalization given in the Revision Point on TB page 46.
- Tr asks the Sts. to do the activity given in the work book (page 31)

Step 2

- Sts. do the work book activity.
- Tr. monitors and helps the Sts. where necessary.
- Tr. asks the Sts. to get ready to present the sentences to the class

Step 3

- Tr. asks five volunteers to write the sentences on the board.
- Tr. asks the peers to correct any mistakes in the sentences written by their friends.
- Tr. asks the Sts. to mark their books by themselves.
- Tr. summarizes the important facts and gives the feedback at the end

25. 

## Lesson Plan

Date :-

17

Grade	:-	11
Unit	:-	05
Lesson	:-	TB Page 54 Activity 9
Time	:-	40 minutes
Competency	:-	5 Extracts necessary information from various types of texts.
Competency Level	:-	5.2 Extracts specific information from various types of simple texts.

### Step 1

- Tr. asks Sts. to go through the given text first.
- Then helps them with the unfamiliar vocabulary and explains them.
- Get them to read the text again their own.

### Step 2

- Tr. groups the Sts.
- Tr. asks the Sts. to do the activities given in the text.
- Tr. monitors the Sts' and helps them where necessary.

### Step 3

- Sts. present their productions to the class.
- Tr. Lets the Sts. comment on their friends' productions.
- Tr. gives the feedback at the end.

Date	-	02.06.2017
Grade	-	11
Unit	-	6
Lesson	-	Let's watch a drama
Activity	-	Activity 1 ( page 59)
Competency-		1
Competency-		1.2 Reads aloud different types of texts accurately and
level		meaningfully.
Time	-	40 min
Presentation-		<ul style="list-style-type: none"> <li>• Tr. asks the students to quickly go through the texts and find out ,</li> <li>• the names of the <b>characters</b> in the dialogue</li> <li>• the names of the <b>famous plays</b> mentioned in the dialogue</li> <li>• What are they talking about?</li> </ul>
		<ul style="list-style-type: none"> <li>• Tr introduces the new words and the pronunciation.</li> </ul>
Practice	-	<ul style="list-style-type: none"> <li>• Tr. groups the students and asks them to practice the dialogue.</li> </ul>
Production	-	<ul style="list-style-type: none"> <li>• Tr. asks students to present the dialogue in groups.</li> </ul>
Extended work		<ul style="list-style-type: none"> <li>• Gives necessary feedback.</li> <li>• Activity 2 ( 60 page)</li> </ul>

- Date - 16.6.207  
Grade - 11  
Unit - 6
- Activity - Activity 12 (70 pg.)  
Competency- 7  
Competency- 7.8 Make compositions  
level  
Time - 40 min
- Presentation-
  - Tr. introduces the new words and pronunciation.
  - Gets the students to read the introduction.
  - Asks questions about the situation and characters in the dialogue.
- Practice -
  - Tr. gets the students to listen to the telephone conversation.
  - Tr. asks students to jot down the polite utterances used in the telephone conversation.
- Production -
  - Asks students to get into pairs.
  - Gets the students to make a telephone conversation and present it to the class
- Extended -  
work
  - Gives situations to make similar telephone conversations.

**N.B. These Plans should be altered according to needs of students.**

- Date - 6.6.2017 – 7.6.2017
- Grade - 11
- Unit - 6
- Lesson - The present tense
- Activity - Activity 5( page 63)
- Competency- 6
- Competency- 6.1 Constructs simple sentences.  
level
- Time - 80 min
- Presentation-
  - Tr. revises Sc. knowledge on present tense
  - Tr. introduces one tense at a time and elicits the use of the tense, formation of the verb, time expressions, negative and interrogative forms.
- Practice -
  - Gets the Sts. to do the activity 5 in the text book.
- Production-
  - Gets the students to present the answers.
  - Tr. discusses the answers.
- Extended -  
work
  - Asks the students to do the activity 4 and 5 in the workbook (61, 62 pg.)

## Lesson Plan

Date :-

16

Grade	:-	11
Unit	:-	05
Lesson	:-	TB Page 53 Activity 8
Time	:-	40 minutes
Competency	:-	7 Uses English creatively and innovatively in written / communication
Competency Level	:-	7.7 Writes for official purposes

### Step 1

- Tr. draws the Sts. attention to the newspaper advertisement given in the text book.
- Tr. helps the Sts. to be familiarize with the vocabulary and structures in email message.
- Tr. draws the Sts. attention to special vocabulary, terms and structures to be used in such formal situations.

### Step 2

- Tr. groups the Sts. and get them to prepare and email.
- Tr. monitors the Sts' work and helps them with the vocabulary and the structures.

### Step 3

- Sts. present their emails to the class.
- Tr. notes down the common errors made by the Sts .
- Then Tr. corrects the errors at the end. And gives the feedback if necessary.