



Flex English B2



Test of Interactive English



FlexCert For TIE

**A Blended Learning Program of Study
and Exam Preparation for TIE B2 – 20 Weeks**

Contents

An Introduction to FlexCert	4	Week 9	64
Context for FlexCert:	5	Self-Study Session	64
FlexCert Time-Frame	5	Lesson Outline	67
Type of Blending adopted for FlexCert B2	6	Week 10	71
Guide for the FlexCert for TIE B2 Teacher	8	Self-Study Session	71
Week Schedule for TIE	10	Lesson Outline	73
Week 1	13	Week 11	77
Self-Study Session	13	Self-Study Session	77
Lesson Outline	16	Lesson Outline	80
Week 2	20	Week 12	84
Self-Study Session	20	Self-Study Session	84
Lesson Outline	22	Lesson Outline	86
Week 3	25	Week 13	90
Self-Study Session	25	Self Study Session	90
Lesson Outline	28	Lesson Outline	93
Week 4	32	Week 14	97
Self-Study Session	32	Self-Study Session	97
Lesson Outline	35	Lesson Outline	100
Week 5	38	Week 15	104
Self-Study Session	38	Self-Study Session	104
Lesson Outline	42	Lesson Outline	107
Week 6	46	Week 16	110
Self-Study Session	46	Self-Study Session	110
Lesson Outline	49	Lesson Outline	113
Week 7	53	Week 17	117
Self-Study Session	53	Self-Study Session	117
Lesson Outline	56	Lesson Outline	120
Week 8	60	Week 18	125
Self-Study Session	60	Self-Study Session	125
Lesson Outline	61	Lesson Outline	126
		Week 19 - 20	129



Flex English B2



Test of Interactive English

FlexCert For TIE

A Blended Learning Program of Study
and Exam Preparation for TIE B2 – 20 Weeks



Flex English

Πληροφορίες - Πωλήσεις

Web: www.flexenglish.gr

Τηλ: +30 24610 28888

Email: niki@datbank.gr

Τεχνική Υποστήριξη:

Τηλ: +30 25410 93075

Email: info@flexenglish.gr

A Blended Learning Program for Study and Exam Preparation

FlexCert TIE offers a program of study and preparation, which targets with a tailored syllabus the TIE exam (Test of Interactive English) at B2 Level.

The programme of study for the exam has been designed based on the principles of Blended Learning. According to the ELT literature Blended Learning can be defined as 'a combination of face-to-face (FtF) and computer assisted learning (CAL) in a single teaching and learning environment' (Neumeier, 2005, p. 164) or as 'a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery' (Singh & Reed, 2001 p. 1); or it has also been noted that 'Blended learning refers to a language course which combines a face-to-face (F2F) classroom component with an appropriate use of technology.' (Sharma and Barrett, 2007, p. 7).

FlexCert combines face-to-face classroom teaching with monitored self-study on an e-learning platform.

It has been designed to cater to the needs of adult learners, who have multiple roles and obligations in their personal and professional lives, and therefore desire flexibility and convenient access. By blending self-paced work on the FlexEnglish B2 platform with classroom work, the students benefit from the flexibility of online learning and the socio-collaborative classroom environment which promotes acquisition.

The program has been designed so that the work the student has completed on the FlexEnglish platform becomes the basis or starting point for the work done in the classroom; a process which allows for revision and clarifications. For FlexCert TIE class time is primarily devoted to communicative, interactive activities, adapted so as to familiarise the student with the TIE exam format.

Context for FlexCert:

• Target Setting:

Private language schools that offer exam targeted courses, in small group classrooms The schools need to have ICT facilities (data projector, internet connection).

• Target Learners:

- Adults who have had some prior exposure to English and are currently at A2/B1 level (placement is important).
- Learners are based in Greece, with limited options for exposure to the language outside the classroom.
- Adult learners who are self-directed and experienced learners, and have the ability to some extent to structure and proceed with their own learning.

FlexCert Time-Frame

Total Amount of F2F: 60 hours

- 20 Classroom Lessons of 3 hours each.

Total Amount of Self-Study though Flex English: 180 Hours

- Duration of the course: 20 weeks with 3- hour-lesson a week or 10 weeks with 6-hour- lesson a week.

Types of Assessment:

TIE Exam aiming for B2 Level.

Course Books:

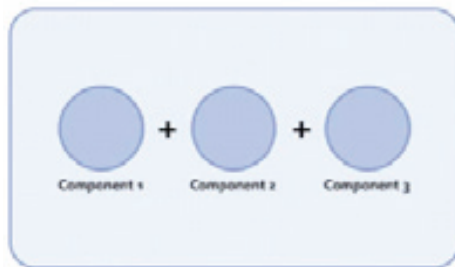
TIE: *Interactive Skills (Speaking and Writing) B1-B2* by **Akis Davanellos & Katerina Oikonomou**.

Type of Blending adopted for FlexCert B2

FlexCert format includes: Instructor-led classroom work using the suggested coursebook, blended with a self-paced study programme on Flex English Platform, which is monitored by a tutor.

Category of Blended Learning:

The **Level of Blend** that has been adopted is: **Components**



A component blend uses separate delivery channels and links them together to create a simple blend. The components are separate and they could stand alone.

The **Type of Blend** that has been adopted is: **Serial**

A serial blend includes a series of components that are expected to be taken in a specific order by the learner. So the learner needs to have completed on-line work before coming to class.

The programme combines two types of components:

- **Online**
 - E-Tutoring
 - Self-Study
 - Online Learning Content (with audio, video, and immediate corrective responses and feedback)
- **Offline**
 - Face-to-Face tutoring
 - Classroom environment
 - Print Media Textbook

The programs of study that follow requires some management on the part of the teacher so that they are not seen as a “Velcro” model, where different components are stuck together instead of being integrated into a single learning experience.

Effort has been made to draw links between the online and coursebook materials and unite them under common learning goals. There is also cross-reference between classroom and platform learning components, which is indicated in the two syllabi and needs to be stressed by the classroom teacher.

Process vs Product Approach

FlexCert for TIE B2 proposes a Blended Learning Program of study where **Process Oriented Activities** and tasks take place in the classroom F2F and **Product Oriented Activities** (that is a sequence of graded items that the learner needs to know as a result of independent study) will take place online through the FlexEnglish Platform, which is a Learning Management System that is monitored by a tutor.

F2F

- Skill-based Syllabus with an emphasis on oral and written interaction.
- Task-based syllabus with an emphasis on real-life tasks and communication of meaning.

FlexEnglish Platform:

- Structural Syllabus (arranged around grammatical forms).
- With a combination of Topical Syllabus.

Cross-Reference, Integration and Balance of the Components:

1 • One of the goals of the syllabus is for the platform material and the class activities to be linked to each other. The proposed links here operate on topic level and structure/task level.

More specifically:

The syllabus uses Suggested Activities to link a Topic in the FlexEnglish Platform, which the students have studied prior to the lesson (i.e. Food and Health), with the content featured in the coursebook. These suggested activities need to become the focus of the engagement stage of the lesson since they will provide the teacher with opportunities to revise lexis and content studied on the platform.

The FlexCert TIE syllabus also tries to match the functional exponents/grammatical structures needed for the completion of tasks in the Interactive Skills Coursebook to structures the students have previously studied in the platform. For example, for the coursebook content 'Writing a Summary of Plot' students need to use the Present Simple to narrate a story.

Students were asked to study the present tenses on the platform before the lesson for this purpose, and the classroom lesson provides an opportunity for revision and activation of language in a meaningful communicative context.

2. Another goal of the syllabus is for the students to receive balanced practice in all four skills and integrate skills and systems in line with the TIE exam format. Therefore, a balance of skills work has been included in the syllabus with reading and speaking done mainly in the classroom and the writing task usually assigned for homework, after model texts analysis has been worked on in class.

Before the classroom session the student has worked on a topic area in the platform (the selection of topics include general areas of interest such as: education, holidays, the arts, technology, weather, sports); this topic area has been explored by focusing on relevant lexis, and is then followed by practice on reading or listening skills. Before the classroom session the student has worked on an area of grammar that will later feature in the texts he/she has to study in the class.

3. A final goal of the syllabus is to achieve a balance between a procedure and task-based approach and a more traditional product approach. The product approach focuses on those discrete items of knowledge of lexis or grammar which the student needs to study and learn.

This is work done mostly independently through the platform. Here the student has the ability to spend as much time as they wish on items and modify their learning paths according to their own strengths and priorities.

The task-based approach focuses on guiding the student through the process of completing a real-life task. These types of activities are the focus of classroom work, where the students practice on the TIE exam format, and through model texts and guides, they get accustomed to the task they will have to perform during the exam.

Week Schedule for TIE

Week	Online Work: Flex English B2	Class Work: Interactive Skills Textbook	Exam Preparation
Week 0 Introductory meeting	Review of Tenses in English Grammar: Unit 3, 4, 5 (possible test to follow, using the platform examples to motivate study)	Familiarisation with Blended Learning Format and the Flex English Platform Explanation of syllabus and possible needs analysis of new group	Students introduce themselves (as home work they prepare Personal Introduction - part of oral exam preparation)
Week 1	Grammar Unit 4 Review Past Tenses and Practice Grammar Unit 7 Adjectives and Comparisons only Vocabulary 1 People and Family	Unit 1A: Narrative Text on the Topic of Entertainment Description of Person Physical (adjectives + comparisons+ ways to make comparisons) Writing Description of a relative	Students research their investigations
Week 2	Grammar 7 Adverbs and Practice Reading 1 People and Family Listening 1 People and Family Writing 1 Describing People	Unit 1B: Description of Character (compound adjectives and adjective order) Writing: Description of a book Character	Students hand in their investigation (summary and questions) They receive them back corrected Students start learning their investigation
Week 3	Grammar 3 Review of Present Tenses and Practice Vocabulary 2 Places and Buildings Reading 8 Holidays Listening 8 Holidays Writing 2 Describing Buildings (Task 3 - Cities)	Unit 2A: Describing Places – Cities and Holiday Destinations Adjectives for Place – Adjective Order Description of Favourite Destinations	Students present their investigations in class – they answer questions and talk about the picture Teacher assigns readers to each student / or they select Students need to read it and write a summary for week 5 and answer questions on pg 17
Week 4	Grammar 5 Review of Future Tenses and Practice Vocabulary 8 Holidays Reading 2 Places and Buildings Listening 2 Places and Buildings Writing 2 Describing Buildings (Task 4 Landmark)	Unit 2B: Describing Places: Description of Accommodation – Dream House Description of Landmarks	Students present their investigations and answer questions Remind that they need to hand in their book summaries Week 5
Week 5	Grammar 1 and 2 Nouns and Articles Presentation and Practice Vocabulary 12 Technology Reading 12 Technology Listening 12 Technology Writing 3 Describing Objects	Unit 3: News Story on Technology Object Description Letter of Inquiry about an object	Students hand in book summaries and questions Teacher corrects and hands back book summaries Students learn book summaries
Week 6	Grammar 6 Clauses Vocabulary 6 Travel Tourism Reading 6 Travel Tourism Listening 6 Travel Tourism Writing 4 Describing Events	Unit 4: Celebrations Festivals Reaching a decision Description of Activities and Events, Sequence of Events Use of subordination	Students present their book summaries They write more questions on their notebooks
Week 7	Grammar 10 Passive Voice Vocabulary 15 The Arts Reading 15 The Arts Listening 15 The Arts Writing 15 Film – Book Reviews	Unit 5A Types of films and books Basic Plot Description Genre of the Basic Review Giving Opinions on Book/Films	Students present their book summaries and answer questions Giving opinion about their book

Week Schedule for TIE

Week 8	Review of Grammar and Vocabulary (Week 1-7) Writing 15 Film – Book Reviews	Unit 5B: Film – Book Review Plot Description Recommending Books or Films	Students present their book summaries and answer questions Recommending their book
Week 9	Grammar 9 Modals Vocabulary 14 Crime Reading 14 Crime Listening 14 Crime Writing (From the book pg 57)	Unit 6: Book – Film Review Description of Cover Reading the Blurb Making assumptions about the book/film	Students talk about their book covers (front and back)
Week 10	Grammar 3, 4, 10 Revision Present and Past Tenses, Passive Voice Vocabulary 10 Animals Reading 10 Animals Listening 10 Animals Writing (from the book pg 63 Topic 2)	Unit 7: Book –Film Review Describing the Plot Talking about the sequence of events Establishing narrative order Distinguishing important points	Students write down and present more questions on their book
Week 11	Grammar 8 Gerunds and Infinitives Vocabulary 4 Entertainment and Free Time Reading 4 Entertainment Listening 4 Entertainment Writing (from the book pg 71 topic 1 and 2)	Unit 8: Film-Book Negotiating and reaching Agreement Making a choice Expressing the Moral of the Story Recommending the book/film	Students talk about the moral of their book Students write about the moral of their book
Week 12	Grammar 9 Review of Modals Vocabulary 13 The Environment Reading 13 The Environment Listening 13 The Environment Writing 9 Informal Letter of Advice	Unit 9: Environmental Issues Talking about problems Giving Advice Letters of Advice	Students present book summaries and questions Or their investigations and questions (whichever they are weak at)
Week 13	Grammar 12 Conditionals Vocabulary 7 Weather and Natural Disasters Reading 7 Weather Listening 7 Weather Writing 6 Informal Letter of Invitation	Unit 10: Robinson Crusoe (story of disaster) Revision of book discussion: basic info, theme, plot, ending, interest, recommendation, moral Letters of Invitation Accepting –Refusing Invitations Requesting Information	Students answer all their questions about their book as on pg 81
Week 14	Grammar 14 Reported Speech Vocabulary 3 Education Reading 3 Education Listening 3 Education Writing 5 Informal Letter Giving News Writing 10 /11 Semi-Formal – Formal Letter of Asking for Information	Unit 11: London Olympics – Sports and Hobbies Describing Events Asking for information and giving Information on: Cities, Educational Courses, Accommodation for University Study Offering Suggestion on things to do when visiting a city	Ask students to research to find a news story Ask them to write a summary of the news story and answer the questions on pg 87 according to their own story.

Week Schedule for TIE

Week 15	Grammar 13 Mixed Conditionals And Conditionals Review Vocabulary 5 Sports and Hobbies Reading 5 Sports and Hobbies Listening 5 Sports and Hobbies Writing 7 & 8 First /Third Person Narrative	Unit 12: Oral Practice – Decision Making Task Agreeing – Disagreeing Reaching Compromise Offering reasons – Justifying Opinions Topic: Holidays, Free Time, Leisure Activities	Students hand in their news story and questions Teacher corrects and hands the news story back to students Student learn their news story to present in week 16
Week 16	Grammar 15 Wishes Vocabulary 9 Food and Health Reading 9 Food and Health Listening 9 Food and Health Writing 13 Solutions to Problems	Unit 13: Information text on technology Solution Texts on Smoking, Air quality Presenting a Problem Offering Suggestions or Solutions to Problems Talking about results – Cause and Effect language	Students present their news story and answers to the questions Students write about their news story
Week 17	Grammar 11 Causative Vocabulary 11 Work Reading 11 Work Listening 11 Work Writing 12 Opinion Giving Composition	Unit 14: Pride and Prejudice Review of Book Presentation Giving Opinions Giving Examples, Offering Explanations Agreeing Disagreeing The language of discussion	Students present their news story and answer questions Student write about their news story
Week 18	Review Grammar and Vocabulary (Weeks 9-17)	Unit 15 Advantages and Disadvantages Essay	Students present their news story Students write about their news story
Week 19	Logbook Investigation Ready Logbook Book Ready	Exam Preparation	Preparation of Log book
Week 20	Logbook New Story Ready Oral Communication Task	Exam Preparation	Preparation of Log book

Self-Study Session

Week 1 FlexEnglish Platform: 3h minimum

Objectives	To study and practice the Past Tenses To study adjective use and formation / comparison and superlative degrees To study and practice vocabulary on People and Family	
Material	Aims	Self-Study Activities
Grammar Section Unit 4 Past Tenses Presentation	Presentation of: Past Simple Past Continuous Past Perfect Simple Past Perfect Continuous Used to, Would etc	Work with Presentation Activities 1 to 16 taking notes during the video lessons when needed Past Simple - Video Lesson Past Simple - Fill in the gaps with the words provided to make the rules. Past Simple : Time expressions - Video Lesson. Past Simple : Time expressions - Read the sentences and say whether they are Right or Wrong. Past Continuous - Video Lesson Past Continuous - Match the rules with the correct examples. Past Continuous : Time expressions - Video lesson Past Continuous : Time expressions - Decide if the sentences are Right or Wrong. Past Perfect Simple - Video Lesson. Past Perfect Simple - Fill in the gaps with the words provided to make the rules. Past Perfect Simple : Common time expressions - Video Lesson. Past Perfect Simple : Common time expressions - Decide if the sentences are Right or Wrong. Past Perfect Continuous - Video Lesson Past Perfect Continuous - Match the rules with the correct examples. Used to, Would, Be used to, Get used to - Video Lesson Used to, Would, Be used to, Get used to -Read the sentences and choose the correct answer

Self-Study Session

<p>Grammar Section Unit 4 Past Tenses Practice</p>	<p>To practice: The forms of all Past Tenses</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed</p> <p>Listen and choose the correct answer A or B. - Part 1 Listen and choose the correct answer A or B. - Part 2 Choose the correct option A or B to complete the sentences. - Part 1 Choose the correct option A or B to complete the sentences. - Part 2 Put the words in the correct order and respond. Study each sentence and put the words in order adding what is missing. Then, record yourself.</p>
<p>Grammar Section Unit 7 Adjectives and Comparisons</p>	<p>To study the formation and use of adjectives To study the comparative and superlative forms</p>	<p>Work with Presentation Activities 1, 2 on adjectives And Activities 8-14 on Comparisons</p> <p>Adjectives – Video Lesson Adjectives – Use the words provided to fill in the blanks ----- Comparisons – Video Lesson Comparisons – Use the words provided to fill in the blanks Irregular adjectives – Video Lesson Irregular adjectives – Fill in the missing parts Types of Comparison – Video Lesson Types of Comparison – Match the headings with the examples.</p> <p>Study Tip: Keep notes on important rules and examples</p>

Self-Study Session

Vocabulary Section Unit 1 Presentation And Practice People and Family	To study vocabulary related to people and family	<p>Work with Presentation Activities 1-5</p> <ul style="list-style-type: none">You will learn: character adjectives (height, weight, hair, parts of the face, complexion), compound-adjectives, relationships, negative and positive attitudes <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
Writing Section Unit 1 Describing People	To learn how to write a people description essay	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a paragraph describing a person</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered.</p>

Week 1

Lesson Outline

Week 1		
Coursebook	Unit 1A	
Objectives	Main	Describing People
	Subsidiary	Describing Physical Appearance Using Descriptive Adjectives Making Comparisons Talking about people's stories Describing a relative
Language exponents	Past Tenses to narrate stories especially Simple Past Adjectives and Comparisons	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
Unit 1A Pg 6 Task 1: Investigation	Pre Reading	<ul style="list-style-type: none"> Ask students if they know the artist Generate interest in the topic by asking them about their favourite singers Brainstorm particular vocabulary that they would expect to associate with the topic of famous singers 	
	Reading Comprehension Task	<ul style="list-style-type: none"> Individual Reading to get the general idea, Ask class general Comprehension questions Ss underline the most important information 	

Lesson Outline

	Post-Reading Tasks	<p>A. Comprehension Task</p> <ul style="list-style-type: none"> Ask students to work in pairs to complete the activity, discussing the answers <p>B. Write down a question</p> <ul style="list-style-type: none"> Students work on their questions by themselves 	
	Language Study	<ul style="list-style-type: none"> Draw attention on the verb forms of the text – establish use of past tenses for narration of past events Ask them to identify verbs in the Past Tenses Review Past Tenses in class - form and usage Ask students to give you examples from the ones they collected in their notebooks 	<p>You will need to refer to the work the students have done on the platform on the past tenses and revise the form and uses of at least simple past and past continuous</p> <p>Ask to students to provide examples from their self-study notebooks</p>
Unit 1A Pg 7 Task 2: Speaking – Pair Work	Sample Dialogue	<ul style="list-style-type: none"> Students read aloud the sample dialogue in pairs, acting it out They identify the wrong information Class feedback on important information 	<p>Exam Preparation</p> <p>After the completing pg 7 tell students to find their own investigation for homework. They must write the questions of the investigation on page 7 in their notebooks. They must have the summary of their investigation and the answers to the questions ready for week 2.</p>
Unit 1A Pg 8 Task 1: Vocabulary Bank	Presentation and Practice	<ul style="list-style-type: none"> Ask the students to identify any words they cannot remember from the vocabulary bank Ask them to pick a classmate and write a short description of them using the adjectives in the box ‘people appearance’. Students read their descriptions and class is trying to guess who the student being described is After students study the words on the box ‘people character’ 	<p>You will need to refer to vocabulary work the students have done on the platform prior to the class lesson – you will only remind them some of the lexis – not teach them as if they are unknown</p>

Lesson Outline

		<ul style="list-style-type: none"> - again you work with words only as revision • They write down 3 adjectives that they think describe their own character – or that of an ideal partner, if suitable 	
	Language Focus Adjectives	<ul style="list-style-type: none"> • Now focus on adjective formation – identify different endings • Focus ss attention on compound adjectives • Ask them to form comparative and superlative of some adjectives 	Students have worked on adjectives and comparisons in the platform, ask them to give you examples drawing from their self-study notes.
Unit 1A Pg 9 Task 2: Model Text	Reading Tasks	<ul style="list-style-type: none"> • If there is time – personalise the activity by asking students to describe their best friends • SS Read the text and discuss the questions in pairs 	
	Post- Reading Tasks	<ul style="list-style-type: none"> • In class feedback with the right answers you introduce how important these model texts are for their writing • Focus attention on the use of comparative forms and the use of the present tense for people descriptions 	
Unit 1A Pg 10 Task 3: Practice	Language Focus	<ul style="list-style-type: none"> • Ask students to work on the text by themselves and then compare with partner • As you go through this activity with the whole class afterwards you have the chance to revise: Comparisons Present/Past Tenses Ing-ed Adjectives Countable –uncountable Noun – adjective formation Select your focus as appropriate 	The focus here should remain on adjectives (formation, use) and present/past tenses, but revise as appropriate for class profile
Unit 1A Pg 11 Task 5: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write the task on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis • Ask them to note down their answers • Work on an outline with the students 	

Self-Study Session

Describing People

For Homework:

- Ask them to write on the topic 'Describe a person you admire'

Refer students to the topic on the platform Writing Unit 1, ask them to study the useful phases before writing



Back



Contents

Next



Self-Study Session

Week 2 FlexEnglish Platform: 3h minimum		
Objectives	To study adverb use and formation To practice adjectives and adverbs To read listen and write on People and Family	
Material	Aims	Self-Study Activities
Grammar Section Unit 7 Adverbs	To study the formation and use and order of adverbs	Work with Presentation Activities 3-8 Adverbs – Video Lesson Adverbs – Use the words provided to fill in the blanks Adverb Formation – Video Lesson Adverb Formation – Use the words provided to fill in the blanks Word order of adverbs of manner – place – time – Video Lesson Word order of adverbs of manner – place – time – Use the words provided to fill in the blanks Study Tip: Keep notes on important rules and examples
Grammar Section Unit 7 Adjectives and Adverbs, Comparisons and order Practice	To practice adjective and adverbs	Work with Practice Activities 1-6, watching the answer videos where needed Listen and choose the correct answer A or B. - Part 1 Listen and choose the correct answer A or B. - Part 2 Choose the correct option A or B to complete the sentences. - Part 1 Choose the correct option A or B to complete the sentences. - Part 2 Put the words in the correct order and respond – Part 1 Put the words in the correct order and respond – Part 2

Self-Study Session

<p>Reading Section Unit1 People and Family</p>	<p>To practice reading on the topic of People and Family</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a narrative text that contains a person description</p> <p>Read the vocabulary given. Crossing with the vocabulary given Read the text and select from the choices given to fill in the blanks. One sentence from the choices given will not be used. Read the text and decide if the statements are true or false. Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 1 People and Family</p>	<p>To practice listening on the topic of People and Family</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a story about a Disastrous Holiday</p> <p>Learn the vocabulary given. Vocabulary crossing Listen to the recording and choose the correct answer. Listen again and fill in the gaps with the words you hear.</p>

Week 2

Lesson Outline

Week 2		
Coursebook		Unit 1B
Objectives	Main	Describing Character
	Subsidiary	Describing Fictional character Using Descriptive Adjectives Using degrees of adjectives and modifying adjectives with adverbs Describing your Favourite Book Character
Language exponents		Adverbs Adverb order Compound Adjectives – Adjective order

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Students hand in their summary of their investigation and the answers to the questions to their teacher for correction.	
Pg 12 Task 1: Semi-Authentic Text	Pre Reading	<ul style="list-style-type: none"> Ask students if they know the character of Peter Pan Generate interest in the topic by asking them about their favourite childhood stories 	Ask them about the reading they did on the platform and briefly describe the story/ main character there. Was it a good description in their opinion?

Lesson Outline

	Reading Comprehension Task	<ul style="list-style-type: none"> • Individual reading to get the general idea (age, appearance) • Ask class general comprehension questions • Ss underline the most important information 	
	Post-Reading Tasks	<p>A. Comprehension Task</p> <ul style="list-style-type: none"> • Ask students to work in pairs to complete the activity, discussing the answers • Class Feedback with the correct answers <p>B. Write down a question</p> <ul style="list-style-type: none"> • Students work on their questions by themselves • They then read them out to class and class answers them 	
	Language Study	<ul style="list-style-type: none"> • Draw attention to the presence of adjectives and adverbs in the text • Ask ss to identify adverbs (of time, manner, frequency etc) • Ask students to give you examples from the text 	You will need to refer to the work the students have done on the platform on the adverbs and adjectives
Pg 13 Task 2: Model Text	Reading Tasks	<ul style="list-style-type: none"> • Start by personalising the activity by asking students to describe their favourite book character • SS Read the text and discuss the questions in pairs 	
	Post- Reading Tasks	<ul style="list-style-type: none"> • In whole class feedback with the right answers • Focus attention on the use of adjective and adverbs • E.g. the use of rather 	
Pg 14 Task 2: Practice	Language Focus	<ul style="list-style-type: none"> • Ask students to work on the text by themselves and then compare answers with partner • As you go through this activity with the whole class afterwards you have the chance to revise: Present/Past Tenses Countable -uncountable 	The focus here should remain on adjectives and adverbs (formation, use) and present/past tenses, but revise as appropriate for class profile

Lesson Outline

		Noun – adjective formation Select your focus as appropriate	
Pg14 Task 3 Writing Tips	Language Focus	<ul style="list-style-type: none"> • Draw students attention to compound adjectives • Explain formation and work with matching activity 	
Pg 15 Task 4: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write the task on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis for context and audience • Ask them to note down their answers on their books • Work on an outline of the essay with the students with the students 	
	Describing Characters in Books or Filmprs	For Homework: <ul style="list-style-type: none"> • Ask them to write on the topic ‘Favourite and less favourite film/book characters’ 	Refer students to the topic on the platform Writing Unit 1, ask them to study the useful phases
	Exam Preparation	Teacher hands back the corrected investigations and answers. Tell students they must learn to present their investigation for 2 minutes and they should also learn the answers to the questions for week 3. Ask students or help them to write one or two extra questions about their investigation in their notebooks so that another student can ask these questions as if they were partners in the examination.(this is also for week 3).	

Self-Study Session

Week 3 FlexEnglish Platform: 3h minimum

Objectives	<p>To study and practice the Present tenses To study and practice vocabulary on Places and Buildings To read and listen on the topic of Holidays</p>	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
<p>Grammar Section Unit 3 Present Tenses Presentation</p>	<p>Presentation of: Present Simple Present Continuous Present Perfect</p>	<p>Work with Presentation Activities 1 to 20 taking notes during the video lessons when needed</p> <p>Present Simple - Video Lesson Present Simple - Fill in the gaps in the sentences below with the words provided to make the rules. Present Simple : Time expressions - Video Lesson Present Simple : Time expressions - Read the sentences and select the correct one. Present continuous - Video Lesson Present continuous - Match the rules with the correct examples. Present continuous : Time expressions - Video Lesson Present continuous : Time expressions - Decide if the sentences are Right or Wrong. Stative Verbs - Video Lesson Stative Verbs - Select the correct form of the verb (stative or not) Present Perfect Simple - Video Lesson Present Perfect Simple - Fill in the gaps with the words provided to make the rules. Present Perfect Simple : Time expressions - Video Lesson Present Perfect Simple : Time expressions - Select the correct time expression Have been, Have gone, Have been in - Video Lesson Have been, Have gone, Have been in - Fill in the gaps.</p>

Self-Study Session

		<p>Present Perfect Continuous - Video Lesson</p> <p>Present Perfect Continuous - Match the rules with the correct examples.</p> <p>Since, For, How Long - Video Lesson</p> <p>Since, For, How Long - Select the correct time expression in the sentences.</p>
<p>Grammar Section Unit 3 Present Tenses Practice</p>	<p>To practice: The forms of all Present Tenses</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed</p> <p>Listen and choose the correct answer A or B. - Part 1</p> <p>Listen and choose the correct answer A or B. - Part 2</p> <p>Choose the correct option A or B to complete the sentences. - Part 1</p> <p>Choose the correct option A or B to complete the sentences. - Part 2</p> <p>Put the words in the correct order and record yourself.</p> <p>Read the two options provided and repeat the one you think is correct.</p>
<p>Vocabulary Section Unit 2 Presentation And Practice Places and Buildings</p>	<p>To study vocabulary related to buildings and places</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn: location, history of places, appearance and atmosphere of places, types of homes, parts of the house, materials</p> <p>Vocabulary presentation</p> <p>Vocabulary pronunciation</p> <p>Vocabulary crossing</p> <p>Vocabulary write self test</p> <p>Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 - 5</p> <p>Spell the words correctly</p> <p>Listen to the words and write them</p> <p>Choose the correct word</p>

Self-Study Session

		Listen to the words/expressions. Say them in English and then check For each word or expression write an example
Reading Section Unit 8 Holidays	To practice reading on the topic of Holidays	Work with Reading Activities 1-6 You will read a description of place of the island of Mallorca Read the vocabulary given. Crossing with the vocabulary given Read the text and select from the choices given to fill in the blanks. One sentence from the choices given will not be used. Read the text and decide if the statements are true or false. Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.
Listening Section Unit 8 Holidays	To practice listening on the topic of Holidays	Work with Listening Activities 1-4 You will listen to a story about the speakers favourite holiday Read the vocabulary given Crossing with the vocabulary given Listen to the recording and decide if the statements are true, false or not mentioned Listen again and fill in the gaps with the words you hear.
Writing Section Unit 2 Describing Buildings	To learn how to write a place description essay	Work with Writing Activities 1-2 You will learn how to write a short essay describing a place Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered. Then write Activity 3 – Describing Cities

Week 3

Lesson Outline

Week 3		
Coursebook	Unit 2A	
Objectives	Main	Describing Places, Cities and Holiday Destinations
	Subsidiary	Describing Favourite Destinations Description of Cities Using Descriptive Adjectives
Language exponents	Present Tenses Adjectives for place Adjective order	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	At the beginning of each lesson in Week 3 assign five minutes for each student to present their investigations and answer questions. One question should be made by a student like in the TIE exam. Two, three or four students should be assigned to present their investigation for each lesson depending on the number of students in the class. Students should also be able to talk about their pictures in their investigation.	
Pg 16 Task 1: Book/Reader	Pre Reading	<ul style="list-style-type: none"> The text that they will read refers to a palace in a mythical city Ask students if they have visited a palace Images of famous palaces could enhance engagement with the text 	Ask them about the reading they did on the platform and briefly describe the place mentioned there. Was it a good description in their opinion?

Lesson Outline

	Reading Comprehension Task	<ul style="list-style-type: none"> Individual reading to get the general idea (plot, characters) Ask class general comprehension questions Ss underline the most important information 	
	Post-Reading Tasks	<p>A. Comprehension Task</p> <ul style="list-style-type: none"> Ask students to work in pairs to complete the activity, discussing the answers Class Feedback with the correct answers <p>B. Write down a question</p> <ul style="list-style-type: none"> Students work on their questions by themselves They then read them out to class and class answers them 	
	Language Study	<p>Briefly:</p> <ul style="list-style-type: none"> Draw attention to the tenses used in the text for the narration Ask students to give you examples of past tenses from the text 	You will need to refer to the work the students have done on the platform on the past and present tenses
Pg 17 Task 2: Speaking – Pair Work	Sample Dialogue	<ul style="list-style-type: none"> Students read the sample dialogue in pairs They identify the wrong information They then act it out, role-playing the dialogue 	
	Language Study	<ul style="list-style-type: none"> Draw ss attention on the tense used for describing the plot Discuss the forms and uses of the present tenses Which posed a problem for the students? Revise as needed 	Review in class of the present tenses worked on the platform Focus on differences between the uses of the present tenses, using time-lines to explicate meaning

Lesson Outline

Pg 18 Task 1: Vocabulary Bank	Presentation and Practice	<ul style="list-style-type: none"> Ask the students to identify any words they cannot remember from the vocabulary bank Work on a small description of one of their favourite holiday places using words from the box 	<p>You will need to refer to vocabulary work the students have done on the platform prior to the class lesson – you will only remind them some of the lexis – not teach them as if they are unknown</p>
Pg 19 Task 2: Model Text	Reading Tasks	<ul style="list-style-type: none"> Start by personalising the activity by asking students to describe their home town or area they live in SS Read the text and discuss the questions in pairs 	
	Post- Reading Tasks	<ul style="list-style-type: none"> In whole class feedback with the right answers Focus attention on the use of adjective to describe place 	
Pg 20 Task 3: Practice	Language Focus	<ul style="list-style-type: none"> Ask students to work on the text by themselves and then compare answers with partner As you go through this activity with the whole class afterwards you have the chance to revise: Present/Past Tenses Parallelism Prepositions of Place 	<p>The focus here should remain on adjectives and present/past tenses, but revise as appropriate for class profile Prepositions of Place are not covered in the platform, so this is a good place to focus on them</p>
Pg20 Task 4 Writing Tips	Language Focus	<ul style="list-style-type: none"> Draw students attention to adjective order Explain order and work with fill-in the gaps activity 	
Pg 21 Task 5: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions of the help box to identify the writing situation, genre analysis for context and audience, type Ask them to note down their answers on their books 	

Lesson Outline

		<ul style="list-style-type: none">• Work on an outline of the essay with the students	
	Describing a Holiday Destination	For Homework: <ul style="list-style-type: none">• Ask them to write on the topic 'My favourite holiday destination'	Refer students to the topic on the platform Writing Unit 2, ask them to study the useful phases for their writing
	Exam Preparation	In this lesson teachers must assign readers to each student. Tell students to read their book and write a summary of the book to be ready for week 5. Tell them to write the questions on page 17 in their notebooks and answer the questions according to their books. Give a few more general questions on their book to copy in their notebooks and they should answer these questions as well. As mentioned before they should be ready for week 5.	

Self-Study Session

Week 4 FlexEnglish Platform: 3h minimum

Objectives	To study and practice the Future Tenses To study and practice vocabulary on Holidays To read and listen on the topic of Places and Buildings To write on describing buildings - landmarks	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 4 Future Tenses Presentation	Presentation of: Future Simple Shall Be going to Future Continuous Future Perfect	Work with Presentation Activities 1 to 16 taking notes during the video lessons when needed Future Simple - Video Lesson. Future Simple - Fill in the gaps with the words provided to make the rules. Shall - Video Lesson. Shall - Read the sentences and say whether they are Right or Wrong. Be going to - Video Lesson. Be going to - Match the rules with the correct examples. Future Continuous - Video Lesson. Future Continuous - Fill in the gaps with the words provided to make the rules. Future Continuous : Time expressions - Video Lesson. Future Continuous : Time expressions - Decide if the sentences are R (Right) or Wrong. Future Perfect Simple - Video Lesson. Future Perfect Simple - Decide if the sentences are Right or Wrong. Future Perfect Continuous - Video Lesson. Future Perfect Continuous - Decide if the sentences are Right or Wrong. Future Tenses : Time words NOT to use - Video Lesson.

Self-Study Session

		Future Tenses : Time words NOT to use - Select the correct option.
Grammar Section Unit 4 Future Tenses Practice	To practice: The forms of all Present Tenses	Work with Practice Activities 1 to 6 - watch the answer videos when needed Listen and choose the correct answer A or B. - Part 1 Listen and choose the correct answer A or B. - Part 2 Choose the correct option A or B to complete the sentences. - Part 1 Choose the correct option A or B to complete the sentences. - Part 2 Put the words in order, make the necessary changes and record yourself. - Part 1 Put the words in order, make the necessary changes and record yourself. - Part 2
Vocabulary Section Unit 8 Presentation And Practice Holidays	To study vocabulary related to Holidays	Work with Presentation Activities 1-5 You will learn: summer holiday, holiday abroad, camping Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test Work with Practice Activities 1 - 5 Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example
Reading Section Unit 2	To practice reading on the topic of Places and	Work with Reading Activities 1-6

Self-Study Session

Places and Buildings	Buildings	<p>You will read a place description about renovating a Dream House</p> <p>Read the vocabulary given. Crossing with the vocabulary given Read the text and put the paragraphs in the correct order. Read the text and decide if the statements are true, false or not mentioned. Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
Listening Section Unit2 Places and Buildings	To practice listening on the topic of Places and Buildings	<p>Work with Listening Activities 1-4</p> <p>You will listen to someone looking for a place to stay</p> <p>Learn the vocabulary given. Crossing with the vocabulary given Listen to the recording and decide if the statements are true or false. Listen again and fill in the gaps with the words you hear.</p>
Writing Section Unit 2 Describing Buildings	To learn how to write a place description essay	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a short essay describing a place</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered. Then write Activity 4 – Describing Landmarks</p>

Week 4

Lesson Outline

Week 4		
Coursebook	Unit 2B	
Objectives	Main	Describing Places: Landmarks, Dream House
	Subsidiary	Describing the perfect house that you will own in the future Description of landmarks Using Descriptive Adjectives
Language exponents	Future Tenses Adjectives for buildings and materials Nouns used as adjectives	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Assign five minutes for each student to present their investigations again (two, three or four students depending on the number of students in class).	
Pg 24 Task 1: Book / Reader	Pre Reading	<ul style="list-style-type: none"> Ask students if they know the writer Roald Dahl, present other works by him – as the books could be really good reading materials for younger candidates Generate interest in the topic by presenting them information about a real chocolate factory (e.g. Callier in Switzerland) 	

Lesson Outline

	Reading Comprehension Task	<ul style="list-style-type: none"> • Individual reading to get the general idea • Ask class general comprehension questions focusing on place description 	
	Post-Reading Tasks	<p>A. Comprehension Task</p> <ul style="list-style-type: none"> • Ask students to work in pairs to complete the T/F activity, discussing the answers between them • Class Feedback with the correct answers, locating them in the text <p>B. Write down a question</p> <ul style="list-style-type: none"> • Students work on their questions by themselves • They then read them to the their partners and partners try to guess possible answers 	
Unit 2B Pg 22 Task 2: Speaking – Pair Work	Model Text	<ul style="list-style-type: none"> • Students read the student model answer • They identify the wrong information • They underline important phrases 	
Pg 23 Task 3: Model Text	Reading Tasks	<ul style="list-style-type: none"> • Start by personalising the activity by asking students to describe their dream house • SS Read the text and discuss the questions in pairs • In whole class feedback with the right answers 	Ask ss about the reading they did on the platform and get them to briefly describe the dream house that was mentioned there. Was it a good description in their opinion?
	Language focus	<ul style="list-style-type: none"> • Focus attention on the use of the second conditional and explain if students find it difficult to understand the use • You need to encourage the students to use the future tenses they have been studying this week by transforming the description from conditional to factual description of their dream house using • My house will have a big garden; it will be on the 	Here you will need to link this description with a future house, so that they can practice the future tenses they were working on the platform Provide any explanation needed for the tenses by using time-lines to clarify use.

Lesson Outline

		ocean	
Pg 24 Task 1: Practice	Language Focus	<ul style="list-style-type: none"> Pre-Reading Discussion on well-known landmarks Ask students to work on the text by themselves and then compare answers with partner As you go through this activity with the whole class afterwards you have the chance to revise: Prepositions of Place Articles Countable –uncountable Quantifiers Select your focus as appropriate 	Link the text of the well-known landmark here with the work on holiday vocabulary that students did on the platform. Students could discuss other well-known landmarks they have visited while on holiday
Pg24 Task 2 Writing Tips	Language Focus	<ul style="list-style-type: none"> Draw students attention to the nouns Explain formation and work with finding examples 	
Pg 25 Task 3: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions in the help box to identify the writing situation: genre analysis for context and audience Ask them to note down their answers on their books Work on an outline of the essay with the students 	
	Describing a landmark	For Homework: <ul style="list-style-type: none"> Ask them to write on the topic ' A Famous landmark in your area' 	Refer students to the topic on the platform Writing Unit 2, ask them to study the useful phases
	Exam Preparation	Remind students that they will have to hand in their book summaries and answers to their questions in week 5.	

Self-Study Session

Week 5 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice Nouns and Articles To study and practice vocabulary on Technology To read and listen on the topic of Technology To write on describing objects	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 1 Nouns, Plurals, Quantifiers, Containers Presentation	Presentation of: Countable – Uncountable Regular Irregular Plural Compound Nouns Quantifiers Containers	Work with Presentation Activities 1 to 21 taking notes during the video lessons when needed Countable Nouns - Video Lesson Countable Nouns - Fill in the gaps with the words provided to make the rules. Regular Plural Nouns - Video Lesson Regular Plural Nouns - Fill in the gaps with the words provided to make the rules. Irregular Nouns - Video Lesson Irregular Nouns - Select the correct plural noun for each singular noun. Uncountable Nouns - Video Lesson Uncountable Nouns - Fill in the gaps with the words provided to make the rules. Compound Nouns - Video Lesson Compound Nouns - Match the Compound Nouns combinations with their examples. Quantifiers : Some, Any, No - Video Lesson Quantifiers : Some, Any, No - Fill in the gaps with the words provided to make the rules. Quantifiers : All, Each, Every - Video Lesson Quantifiers : All, Each, Every - Fill in the gaps with the words provided to make the rules.

Self-Study Session

		<p>Quantifiers : Much, Many, A lot of/Lots of, Plenty of - Video Lesson Quantifiers : Much, Many, A lot of/Lots of, Plenty of - Fill in the gaps with the words provided to make the rules.</p> <p>Quantifiers : Little / A little, Few / A few - Video Lesson Quantifiers : Little / A little, Few / A few - Fill in the gaps with the words provided to make the rules.</p> <p>Containers - Video Lesson Containers - Fill in the gaps with the words provided. Containers - Match the containers with the appropriate nouns.</p>
<p>Grammar Section Unit 1 Nouns, Plurals, Quantifiers, Containers Practice</p>	<p>To practice: Countable – Uncountable Regular Irregular Plural Compound Nouns Quantifiers Containers</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed</p> <p>Listen and choose the correct answer. - Part 1 Listen and choose the correct answer. - Part 2 Choose the correct answer A or B. Fill in the blanks in the table below Put the words in the correct order, add the appropriate container each time and respond. - Part 1 Put the words in the correct order, add the appropriate container each time and respond. - Part 2</p>
<p>Grammar Section Unit 2 Articles Presentation</p>	<p>Presentation of: Definite Indefinite Zero Articles</p>	<p>Work with Presentation Activities 1 to 6 taking notes during the video lessons when needed</p> <p>Indefinite article - Video Lesson Indefinite article - Read and complete the sentences using the missing words provided to make the rules.</p> <p>Definite article - Video Lesson Definite article - Read the sentences and complete the missing words to make the rules.</p> <p>Zero article - Video Lesson Zero article - Read the sentences and complete the missing words to make the rules.</p>

Self-Study Session

<p>Grammar Section Unit 2 Articles Practice</p>	<p>To practice: Definite Indefinite Zero Articles</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed</p> <p>Listen and choose the correct answer. - Part 1 Listen and choose the correct answer. - Part 2 Read the sentences and fill in the gaps using 'a', 'an', 'the' or the zero article. - Part 1 Read the sentences and fill in the gaps using 'a', 'an', 'the' or the zero article. - Part 2 Put the words in order, add the missing parts and the articles where needed and record yourself. Expand the sentences in the order the words appear using the appropriate article where needed and respond</p>
<p>Vocabulary Section Unit 12 Presentation And Practice Technology</p>	<p>To study vocabulary related to Technology</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn: vocabulary related to technology Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 - 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 12 Technology</p>	<p>To practice reading on the topic of Technology</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a Course description about a Video Gaming Research School Learn the vocabulary given - Presentation</p>

Self-Study Session

		<p>Crossing with the vocabulary given Put the sentences in each paragraph in their correct order. Read the text and decide if the statements are true, false or not mentioned Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 12 Technology</p>	<p>To practice listening on the topic of Technology</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a lecture about hacking Learn the vocabulary given - Presentation Crossing with the vocabulary given Listen to the recording and decide if the statements are true or false. Listen again and fill in the gaps with the words you hear.</p>
<p>Writing Section Unit 3 Describing Objects</p>	<p>To learn how to write an object description essay</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a short essay describing an object</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered. Then write one of the following compositions.</p>

Week 5

Lesson Outline

Week 5		
Coursebook	Unit 3	
Objectives	Main	Describing objects
	Subsidiary	Describing characteristics of objects Using nouns and articles Talking about favourite objects Describing objects
Language exponents	Adjectives about materials Concrete Nouns Definite – Indefinite Article	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Collect the book summaries and answers to questions from students for correction. Time can be assigned for students to present their investigations again depending on class numbers	
Pg 26 Task 1: News Story	Pre Reading	<ul style="list-style-type: none"> • Ask students if they own a smartphone • Generate interest in the topic by asking them about their relationship with technology – how their life has changed because of it • Brainstorm particular vocabulary that they would expect to associate with the topic of technology 	Students have worked on vocabulary related to technology on the platform, remind them that they can draw from this vocabulary bank, Also present the words in the form of word clouds to create associations and ask them to give

Lesson Outline

			you examples in sentences, where appropriate.
	Reading Comprehension Task	<ul style="list-style-type: none"> Ask class to read the text and complete the following task – identify some of the features of the new I-Phone 	
	Post-Reading Tasks	<p>A. Comprehension Task</p> <ul style="list-style-type: none"> Ask students to work in pairs to complete the activity, discussing the answers <p>B. Write down a question</p> <ul style="list-style-type: none"> Students work on their questions in pairs 	As a post-reading discussion you refer to the listening they did on the platform on the topic of hacking, and generate some discussion on security on the internet. Ask them what they can remember from the lecture.
	Language Study	<ul style="list-style-type: none"> Draw attention on some noun forms of the text – establish whether they are singular plural, concrete abstract, countable or uncountable Ask ss to identify nouns in the text Review the way we talk about countable and uncountable nouns (some, any no, few, little) providing examples from the platform Ask students to give you examples from the ones they collected in their notebooks 	You will need to refer to the work the students have done on the platform on the nouns and articles and revise some important cases. Ask to students to provide examples from their self-study notebooks
Pg 27 Task 2: Speaking – Pair Work	Sample Dialogue	<ul style="list-style-type: none"> Students read the sample dialogue alone and they identify the wrong information They then act it out providing the correct answers 	
Pg 28 Task 1: Vocabulary Bank	Presentation and Practice of Vocabulary	<ul style="list-style-type: none"> Ask the students to identify any words they cannot remember from the vocabulary bank Ask them to pick an object in the classroom and write a short description of it using the adjectives in the box ‘object’. Students read their descriptions and class is trying to guess 	You will need to refer to vocabulary work the students have done on the platform prior to the class lesson – They have seen these particular words at the Writing section Unit 3

Lesson Outline

		what type of object it is.	You will only remind them some of the lexis – not teach them as if they are unknown
Pg 29 Task 2: Model Text	Reading Tasks	<ul style="list-style-type: none"> If there is time – personalise the activity by asking students to describe a personal favourite object to their partners Have each pair report on the others’ favourite object SS Read the text and discuss the questions in pairs 	
	Post- Reading Tasks	<ul style="list-style-type: none"> In class feedback with the right answers, insisting that this is an important model texts for their own writing 	
Pg 30 Task 3: Practice	Language Focus	<ul style="list-style-type: none"> Ask students to work on the text by themselves and then compare with partner As you go through this activity with the whole class afterwards you have the chance to revise: Present/Past Tenses Adjectives Countable –uncountable 	The focus here should remain on nouns and articles the students have recently studied but revise as appropriate for class profile
Pg30 Task 4 Writing Tips	Advice on Descriptive Writing	<ul style="list-style-type: none"> Have students work in pairs to find the T/F statement Discuss the answers by asking them to give you examples to support their opinions from the descriptive writing they have seen so far in the book This is a chance for you to revise features of descriptive writing in general 	
Unit 1A Pg 11 Task 5: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions of the help box to identify the writing situation: audience, purpose, author Ask them to note down their answers Work on an outline with the students providing information on what goes in each paragraph 	It is important that writing is presented in a real communicative framework, so the teenage magazine here needs to be focused.

Lesson Outline

	Describing Objects	For Homework: <ul style="list-style-type: none">• Ask them to write on the topic ‘Describe a toy you loved when you were a child’	Refer students to the topic on the platform Writing Unit 3, ask them to study the useful phases before writing
	Exam Preparation	Teacher hands back the corrected book summaries and answers to questions. Tell students to learn their book summaries and answers to the questions for week 6.	

Self-Study Session

Week 6 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice clauses (dependent, relative, contrast, result, purpose) To study and practice vocabulary on Travel and Tourism To read and listen on the topic of Travel and Tourism To write on describing an event	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 6 Clauses Presentation	Presentation of: Clauses Relative: Defining and Non-defining Concession/contrast Result Purpose	Work with Presentation Activities 1 to 12 taking notes during the video lessons when needed You need to especially make not of the conjunctions for each case, as well as the syntax used Relative clauses – Video Lesson Relative clauses – Use the words provided to fill in the blanks Defining relative clauses – Video Lesson Defining relative clauses – Use the words provided to fill in the blanks Non - defining relative clauses – Video Lesson Non - defining relative clauses – Use the words provided to fill in the blanks Clauses of concession/contrast – Video Lesson Clauses of concession/contrast – Use the words provided to fill in the blanks Clauses of result – Video Lesson Clauses of result – Fill in the gaps with the words provided to complete the rules. Clauses of purpose – Video Lesson Clauses of purpose – Fill in the gaps with the words provided to complete the rules.

Self-Study Session

<p>Grammar Section Unit 6 Clauses Practice</p>	<p>To practice: Clauses Relative: Defining and Non-defining Concession/contrast Result Purpose</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed</p> <p>Listen and choose the correct answer A or B. - Part 1 Listen and choose the correct answer A or B. - Part 2 Write the missing part of the sentence. Choose the correct option A or B to complete the sentences. Expand the sentences in the order the words appear, using the correct relative pronoun and respond Join the sentences using the linking word in the parenthesis and respond</p>
<p>Vocabulary Section Unit 6 Presentation And Practice Travel and Tourism</p>	<p>To study vocabulary related to Travel and Tourism</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn: ways to travel, train, plane, boat, accommodation, types of holidays, why we travel, reasons for visiting a place, things for tourists to do</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 - 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 6 Travel Tourism</p>	<p>To practice reading on the topic of Travel Tourism</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a description of a holiday itinerary - a holiday brochure</p>

Self-Study Session

		<p>Read the vocabulary given Crossing with the vocabulary given Arrange the places in the order in which they will be visited. Read the text and select the correct answers Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 6 Travel Tourism</p>	<p>To practice listening on the topic of Travel Tourism</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to agency promotions for a variety of holidays</p> <p>Read the vocabulary given Crossing with the vocabulary given Listen to the recording and decide if the statements are true, false or not mentioned Listen again and fill in the gaps with the words you hear.</p>
<p>Writing Section Unit 4 Describing Festivals Events Celebrations</p>	<p>To learn how to write an event description essay</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write an essay describing important events</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered. Then write one of the following compositions.</p>

Week 6

Lesson Outline

Week 6		
Coursebook	Unit 4	
Objectives	Main	Describing Events, Celebrations
	Subsidiary	Vocabulary to describe events and celebrations Talking about images, reaching a decision Talking about local celebrations and customs Explain use of subordination Writing a description of an celebratory event
Language exponents	Vocabulary about celebrations Relative clauses, subordination	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	<ul style="list-style-type: none"> Assign five minutes for each student to present their book summary and answers to the questions. They must write more questions in their notebooks to analyze their books and their partner in the exam should ask them one of these questions. You do not need to have all students do this in Week 6. If numbers are large, continue in Week 7 and Week 8 	
Pg 32 Task 1: Communication	Preparation for speaking	<ul style="list-style-type: none"> Ask students if their favourite holiday Generate interest in the topic by asking them about any personal memories of holidays Brainstorm particular vocabulary that they would expect to associate with the topic of holidays, celebrations 	Students have worked on vocabulary related to holiday and travelling on the platform, remind them that they can draw from this vocabulary bank. Also present the

Lesson Outline

			words in the form of word clouds to create associations and ask them to give you examples in sentences, where appropriate.
	Exam Task	<ul style="list-style-type: none"> • Explain that this is a practice on the exam format • Give advice on what is expected of the students and explain that they need to negotiate but not necessarily always agree • Introduce the phrase bank at the appendix pg 125-126. • At this stage it might be good to show them a video of previous exams with this section 	
	Speaking Task	<ul style="list-style-type: none"> • Divide students in pairs – taking individual language ability into account • Monitor student discussions and keep notes of phrases they used during the conversation, or also lexis • Afterwards in whole class mode discuss the pictures individually, providing any additional lexis 	As a closing discussion you refer to the listening they did on the platform on the topic of holiday packages and generate some discussion on a holiday related topic.
Pg 33 Task 2: Speaking – Pair Work	Sample Dialogue	<ul style="list-style-type: none"> • Ask a couple of students to role-play the dialogue for the whole class • Stop after each exchange and focus students attention on discourse features that show oral language e.g. fillers, hesitations, turn-taking devices. • These oral discourse features are a really important area to focus for the oral exam preparation, so that ss answers do not sound terribly rehearsed. 	
Pg 33 Task 3: Speaking – Pair Work	Speaking Task	<ul style="list-style-type: none"> • Ask students to discuss the pictures again with different partners • Tell them that they need to converse and ask questions to their partners and respond on what they have heard 	
Pg 34 Task 1: Vocabulary	Presentation and Practice of Vocabulary	<ul style="list-style-type: none"> • Ask the students to identify any words they cannot remember from the vocabulary bank • Ask them to pick a favourite holiday and write a short 	You will need to refer to vocabulary work the students have done on the platform prior to the class lesson –

Lesson Outline

Bank		<p>description of it using the words in the box 'object'.</p> <ul style="list-style-type: none"> Some students read their description - this could generate a debate in the classroom. 	They have seen these particular words at the Writing section Unit 4, and this is a good opportunity for revision.
Pg 35 Task 2: Model Text	Reading Tasks	<ul style="list-style-type: none"> Students study the text analysis and then read the model text SS discuss the questions in pairs 	
	Post- Reading Tasks	<ul style="list-style-type: none"> In class feedback with the right answers, insisting that this is an important model texts for their own writing <p>Use this text later for examples of relative sentences</p>	This text has important examples of dependent clauses, which complements the work the students have done on the platform on the topic of clauses. So you will return to this for the relative clauses.
Pg 36 Task 3: Practice	Focus on lexis – through model text	<ul style="list-style-type: none"> Ask students to work on the text by themselves and then compare with partner As you go through this activity with the whole class afterwards you have the chance to revise: Important collocations Countable –uncountable (some, all) 	
Pg36 Task 4: Writing Tips	Language Focus on Relative sentences	<ul style="list-style-type: none"> Have students study the table Ask them to give you examples of relative clauses keeping with the celebrations theme 	Remind students of the work on clauses they have done on the platform, asking them to differentiate between defining and non-defining especially
Pg 37 Task 5: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions of the help box to identify the writing situation: audience, purpose, author Ask them to note down their answers Work on an outline with the students providing information on what goes in each paragraph 	.

Lesson Outline

Describing Events

For Homework:

- Ask them to write on the topic 'The best birthday party ever'

Refer students to the topic on the platform Writing Unit 4 ask them to study the useful phases before writing

Self-Study Session

Week 7 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice passive voice To study and practice vocabulary on The Arts To read and listen on the topic of The Arts To write film/book reviews	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 10 Passive Voice Presentation	Presentation of: The Passive Voice Construction Changing Sentences from Active into Passive Voice Passive Voice with two objects Passive Voice Uses	Work with Presentation Activities 1 to 12 taking notes during the video lessons when needed Passive voice form – Video Lesson Passive voice form – Fill in the gaps using the clues provided From Active to Passive voice – Video Lesson From Active to Passive voice – Fill in the gaps using the clues provided Changing sentences from the active into the passive voice – Video Lesson Changing sentences from the active into the passive voice – Fill in the gaps using the clues provided Passive voice with two objects – Video Lesson Passive voice with two objects – Fill in the gaps using the clues provided Passive voice (uses) – Video Lesson Passive voice (uses) – Fill in the gaps using the clues provided Be / Get with the passive voice – Video Lesson Be / Get with the passive voice – Fill in the gaps using the clues provided

Self-Study Session

<p>Grammar Section Unit 10 Passive Voice Practice</p>	<p>To practice: Passive Voice</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed</p> <p>Listen and choose the correct answer A or B. - Part 1 Listen and choose the correct answer A or B. - Part 2 Put the words in the correct order to make sentences in the Passive Voice and respond – Part 1 Put the words in the correct order to make sentences in the Passive Voice and respond – Part 2 Rewrite the sentences using the clues provided in the parenthesis to fill in the gaps with the Active or the Passive Voice – Part 1 Rewrite the sentences using the clues provided in the parenthesis to fill in the gaps with the Active or the Passive Voice – Part 2</p>
<p>Vocabulary Section Unit 15 Presentation And Practice The arts</p>	<p>To study vocabulary related to the Arts</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn vocabulary related to the topic of the arts</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 15 The arts</p>	<p>To practice reading on the topic of the arts</p>	<p>Work with Reading Activities 1-6</p> <p>You will read an opinion piece on museum merchandise</p>

Self-Study Session

		<p>Learn the vocabulary given - Presentation</p> <p>Crossing with the vocabulary given</p> <p>Read the text and choose the correct answer.</p> <p>Read the text and decide if the statements are true or false</p> <p>Read the text and find a word or phrase which means ...</p> <p>Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 15 The arts</p>	<p>To practice listening on the topic of the arts</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a lecture that presents a tour of the Natural History museum</p> <p>Learn the vocabulary given - Presentation</p> <p>Crossing with the vocabulary given</p> <p>Listen to the recording and choose the correct answer.</p> <p>Listen again and fill in the gaps with the words you hear.</p> <p>.</p>
<p>Writing Section Unit 15 About Films and Books</p>	<p>To learn how to write a book or film review</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a film - book review</p> <p>Paragraph analysis. Select the correct answer from the options provided.</p> <p>Study the expressions offered.</p>

Week 7

Lesson Outline

Week 7		
Coursebook	Unit 5A	
Objectives	Main	Reviewing Books and Films
	Subsidiary	Talking about films and books – describing plot, giving an opinion, making a recommendation Vocabulary related to books and films – types of films and books To focus on actions using the passive voice Writing a book or film review
Language exponents	Vocabulary related to films and books Passive voice Revision of subordinate sentences	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam preparation	Assign five minutes for each student to present their book summaries and answers to the questions again. They focus on giving an opinion about their book. (If numbers are large continue with the rest of the students in Week 8)	
Pg 40 Task 1: Investigation	Pre Reading	<ul style="list-style-type: none"> • Ask students about their favourite films • Generate interest in the topic by sharing information about films you have watched recently • Discuss film genres and their features • Brainstorm particular vocabulary that they would expect to associate with the topic of film 	Here students will need to draw on the work they have done on the platform, especially the useful phrases on the Writing Unit 15

Lesson Outline

	Reading Comprehension Task	<ul style="list-style-type: none"> • Introduce the theme of the film, you can generate interest by showing the trailer if possible – ask if students know the film • Direct students to the T/F questions first • Individual Reading of the text underlining unknown words • Ask class general comprehension questions • Then ss complete the T/F activity in pairs 	To save time you could ask from students to read the text at home and prepare task A and B for class discussion
	Post-Reading Task	<p>B. Write down a question</p> <ul style="list-style-type: none"> • Students work on their questions by themselves • They ask their classmates the question • Chance here to revise question formation in Simple Present, Simple Past or any other form of the present or future tenses to move to the passive voice later 	
	Language Study	<ul style="list-style-type: none"> • Draw attention on the passive verb forms of the text – e.g. <i>is based on, was released, will be released</i> • Establish use of passive for focus on the action for narration of past events • Ask them to identify verbs in the passive voice throughout this chapter • Review Passive voice in class - form and usage • Ask students to give you examples from the ones they collected in their notebooks 	You will need to refer to the work the students have done on the platform on the passive voice. Revise the form and uses of at least a number of tenses. Ask to students to provide examples from their self-study notebooks
Pg 41 Task 2: Speaking – Pair Work	Sample Dialogue	<ul style="list-style-type: none"> • Students study the sample dialogue in pairs • They identify the wrong information • They role-play it using the right information 	
Pg 42 Task 1: Vocabulary Bank	Presentation and Practice	<ul style="list-style-type: none"> • Ask the students to identify any words they cannot remember from the vocabulary bank • Ask them to pick a favourite film or book and write a short description of it using the words in the box ‘Book-Film Reviews’. 	You will need to refer to vocabulary work the students have done on the platform prior to the class lesson mainly in Writing 15 – you will only remind them some of the lexis – not

Lesson Outline

		<ul style="list-style-type: none"> Students read their descriptions and class is trying to guess what the film or book being described is 	teach them as if they are unknown
Pg 43 Task 2: Model Text	Reading Tasks	<ul style="list-style-type: none"> Ss read the text analysis and try to guess the right answers SS Read the text and discuss their findings in pairs 	
	Post- Reading Tasks	<ul style="list-style-type: none"> In class feedback with the right answers you introduce how important these model texts are for their writing on the book for the exam. These are models they need to imitate Highlight the basic features of a review and ask students to note them down Focus attention on the use of adjectives and the use of the present tense for plot descriptions. Also conjunctions to indicate time-sequence 	
Pg 44 Task 3: Practice	Language Focus	<ul style="list-style-type: none"> Ask students if they have seen the film ‘Twilight’ – Class discussion on main protagonists Students work on the practice activity by themselves – Compare answers with partner As you go through this activity with the whole class you have the chance to revise: Lexis related to film Relative sentences 	Lexis related to film and the arts were studied in the Vocabulary section of the platform for this week you could make a mention to the items found there.
Pg 44 Task 4: Writing Tips	Language Focus on Joining sentences	<ul style="list-style-type: none"> Have students study the sentences Revise ways of joining sentences Comment of the stylistic effect of joining sentences Make more examples on the topic of films 	Review subordinate clauses as you see required from previous lessons
Pg 45 Task 5:	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions of the help box to 	

Lesson Outline

Writing		identify the writing situation: genre analysis <ul style="list-style-type: none">• Ask them to note down their answers• Work on an outline with the students	
	Exam Preparation Reviewing a film	For Homework: <ul style="list-style-type: none">• Ask them to write on the topic: Write a review about the book you have read.	Refer students to the topic on the platform Writing Unit 15, ask them to study the useful phases before writing It is important that students understand that they should write about their own book which is necessary for the TIE examination. This is a very important week because students learn how to write about the prepared task for the TIE exam. If students have learnt how to present their book summary and answers to the questions then these tasks shouldn't be difficult

Self-Study Session

Week 8		FlexEnglish Platform: 3h minimum
Objectives	To review grammar as needed (Weeks 1-7) Past Tenses Adjectives and Comparisons Adverbs Present Tenses Future Tenses Nouns and Articles Clauses Passive Voice To review vocabulary as needed (Weeks 1-7) People and Family Places and Buildings Holidays Technology Travel Tourism The Arts To write film/book reviews and recommendations	
Writing Section Unit 15 About Films and Books	To learn how to write a book or film review	Review Writing Activities 1-2

Week 8

Lesson Outline

Week 8		
Coursebook	Unit 5B	
Objectives	Main	Reviewing Books and Films
	Subsidiary	Talking about films and books Making a recommendation Vocabulary related to books and films – types of films and books Writing a book or film recommendation
Language exponents	Vocabulary related to films and books Functional language for recommendation	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Assign five minutes for each student to present their book summaries and answers to the questions	
Pg 46 Task 1 Semi-authentic text	Pre-Reading Task	<ul style="list-style-type: none"> Ask students if they like fantasy / science fiction novels and films. Have they seen ‘The Hunger Games’? 	
	Reading a semi-authentic text	<ul style="list-style-type: none"> After students read ask about the main facts of the story and whether they would be interested in reading such a story. Ss work on the T/F questions and compare answers before whole-class feedback 	
	Post-Reading	<ul style="list-style-type: none"> Ask students to also find examples of the passive voice in the text. Why is the passive used? Find examples of tenses used for narrating events. Which tenses are these? 	Students have reviewed a number of grammar points this week on the platform. Use the grammar in this text as a revision.

Lesson Outline

		<ul style="list-style-type: none"> Find examples of relative clauses Find examples of adjectives – what other adjectives could be used? 	
Pg47 Task 2: Model Text	Reading Task	<ul style="list-style-type: none"> Ss read the text analysis and try to guess the right answers SS Read the text and discuss their findings in pairs Introduce this as a model for making a recommendation of a book or film 	
	Post-Reading Task	<ul style="list-style-type: none"> In class feedback with the right answers you introduce how important these model texts are for their writing on the book for the exam. These are models they need to imitate. Focus on the language used for recommendation E.g. I would recommend - and the importance of justifying your recommendation with a reason 	Some mention of modals might be necessary here, inform them that they are going to be studying modal next week in detail.
Pg 48 Task 2 Practice	Language Focus	<ul style="list-style-type: none"> Have students read the text and do the activity in pairs As you go through the answers focus their attention on the way the author is addressing a potential audience Chance to revise Adjectives Prepositions Adjective Noun Collocation Past irregular verbs 	
Pg 48 Task 3 Writing Tips	Language Focus	<ul style="list-style-type: none"> After students fill out the gaps they compare with their partners In whole class feedback more opportunities to revise Agent in the passive Collocations (story unfolds, tells the story) Relative Clauses 	
Pg 49 Task 4:	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions of the help box to 	

Lesson Outline

Writing		identify the writing situation: genre analysis <ul style="list-style-type: none"> • Ask them to note down their answers • Work on an outline with the students 	
	Exam Preparation Recommending a book	For Homework: This task will help them with their exam preparation <ul style="list-style-type: none"> • Would you recommend your book to your friends? • 	<p>Refer students to the topic on the platform Writing Unit 15, ask them to study the useful phases before writing</p> <p>It is important that students understand that they should write about their own book which is necessary for the TIE examination. This is a very important week because students learn how to write about the prepared task for the TIE exam. If students have learnt how to present their book summary and answers to the questions then these tasks shouldn't be difficult</p>

Self-Study Session

Week 9 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice modal verbs To study and practice vocabulary on Crime To read and listen on the topic of Crime To write film/book review	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 9 Modal Verbs Presentation	Presentation of: The Modal Verbs	Work with Presentation Activities 1 to 24 taking notes during the video lessons when needed Modal verbs – Video Lesson Modal verbs – Fill in the gaps using the clues provided General characteristics of the modals – Video Lesson General characteristics of the modals – Use the options provided to fill in the blanks Uses of Can – Video Lesson Uses of Can – Match the examples with the uses provided Uses of Could – Video Lesson Uses of Could – Match the examples with the uses provided Uses of may – Video Lesson Uses of may – Match the examples with the uses provided Uses of Might – Video Lesson Uses of Might – Match the examples with the uses provided Uses of Must – Video Lesson Uses of Must – Match the examples with the uses provided Uses of Ought to – Video Lesson

Self-Study Session

		<p>Uses of Ought to – Match the examples with the uses provided Uses of Shall – Video Lesson Uses of Shall – Match the examples with the uses provided Uses of Should – Video Lesson Uses of Should – Match the examples with the uses provided Uses of Will – Video Lesson Uses of Will – Match the examples with the uses provided Uses of Would – Video Lesson Uses of Would – Match the examples with the uses provided</p>
<p>Grammar Section Unit 9 Modal Verbs Practice</p>	<p>To practice: Modal Verbs</p>	<p>Work with Practice Activities 1 to 6 - watch the answer videos when needed Listen and choose the correct answer A or B. - Part 1 Listen and choose the correct answer A or B. - Part 2 Re-write the sentences using the clues provided Re-write the sentences using the clues provided and the appropriate modal verb. Put the words in order to make sentences and respond – Part 1 Put the words in order to make sentences and respond – Part 2</p>
<p>Vocabulary Section Unit 14 Presentation And Practice Crime</p>	<p>To study vocabulary related to Crime</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn: crimes, criminals, carrying out a crime, crime detection Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 - 5</p>

Self-Study Session

		<p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 14 Crime</p>	<p>To practice reading on the topic of crime</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a news report on the Loyds Bank Robbery</p> <p>Learn the vocabulary given - Presentation Crossing with the vocabulary given Read the text and decide if the statements are true or false Read the text and decide if the statements are true or false Read the text and find a word or phrase which means ... Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 14 Crime</p>	<p>To practice listening on the topic of crime</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a reporting of a crime over the phone</p> <p>Learn the vocabulary given - Presentation Crossing with the vocabulary given Listen to the recording and decide if the statements are true, false, or not mentioned. Listen again and fill in the gaps with the words you hear.</p>
<p>Writing Section Unit 15 Film- Book Reviews</p>	<p>To learn how to write a book or film review</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a film – book review</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered.</p>

Week 9

Lesson Outline

Week 9		
Coursebook		Unit 6
Objectives	Main	Reviewing Films and Books
	Subsidiary	Vocabulary to describe the cover of a book the back blurb of the book Talking about images on book cover Making assumptions about the book/film Use of modals to express probability, suggestion recommendation
Language exponents		Vocabulary related to films and books Modal verbs Prepositions Revision of relative sentences

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
Pg 50 Task 1: Book / Reader	Pre Reading	<ul style="list-style-type: none"> Ask students if they have ever bought a book because of its cover, do they look at covers? Are they important? Generate interest in the topic by presenting them a number of book covers and discuss how there is a genre – imagery relation (different covers for crime, romance, fantasy) 	Based on the work students have done on the platform you could focus this discussion more here on crime fiction and ask them if they read crime stories, show them famous crime novels, and discuss their cover, using lexis that was given in the platform

Lesson Outline

	Reading Comprehension Task	<ul style="list-style-type: none"> • Individual reading to get the general idea A. Comprehension Task • Ask students to work in pairs to complete the T/F activity, discussing the answers between them • Class Feedback with the correct answers • Focus attention on the style of the blurb – questions, dramatic language to create interest 	
Pg 51 Task 2: Speaking – Pair Work	Reading a Model Text	<ul style="list-style-type: none"> • Students role-play the student model answer • They identify useful phrases • They try to come up with more descriptive sentences 	At this point you could provide them with the crime covers to link with the discussion before and the platform theme of crime. This will allow discussion on the topic of crime that students have worked on in the reading listening and vocabulary sections
Pg 52 Task 1: Book/Reader Task 2: Book /Reader	Reading Task	<ul style="list-style-type: none"> • Assign this reading for H/W • After explaining exactly what they need to do • Ask students to write a summary of the text 	
	Exam Preparation	Allow time for students to think/ talk about their own book cover (front cover and back cover).	
Pg53 Task 3: Model Text	Pre-Reading	<ul style="list-style-type: none"> • Elicit information about any British fiction of the 19th century that they might know • Present this novel as a notable example • Show students a cover of the book that you found on the internet • Ask them what it might be about. Write the question on the board. 	The use of the modal verbs here will draw on the students’ work on modal verbs in the platform. You will need to revise in class as necessary and offer explanations and examples about the uses of some of the most frequent modals (can,

Lesson Outline

		<ul style="list-style-type: none"> Note the use of might, may: asking them to make hypothetical statements using modal verbs 	could, would, should, must, may)
	Text Analysis	<ul style="list-style-type: none"> Ask students to study the text analysis They read the text and answer the questions in pairs Ask them to note language that is used for the description – in the foreground, on the cover 	
Pg 54 Task 4: Practice A	Language Focus	<ul style="list-style-type: none"> Assign this for H/W as students as by now familiar with the cover description As you through the answers in class you can choose to focus on the use of present continuous for the cover description 	This will be an opportunity to revise the present continuous and note this very relevant use here for the image description that will also be useful for the oral exam – picture discussion
Pg54 Task 5: Practice B Task 6: Practice C	Language Focus	<ul style="list-style-type: none"> Draw students' attention to the modal verbs in the options As students do the activity you have a chance to revise the relative sentences as there are a number of examples here. In Task 6 you will need to provide students with a number of prepositions before they attempt the task Students work with the task and you provide additional practice as necessary 	As there is no explicit section on prepositions in the platform this is an area that you will need to provide some extra material on
Pg 55 Task 7 Model Text B	Reading a Model Text	<ul style="list-style-type: none"> This can be assigned for H/W if there is no class time available It is important that students understand the importance of the back cover You need to discuss what is a back cover / blurb and what kind of information one can get from this 	

Lesson Outline

Pg56 Task 8: Practice D	Pre-Reading Discussion	<ul style="list-style-type: none"> This text on Harry Potter is bound to generate discussion among students – so it is important to take advantage of it before going to the activity Generate interest about asking them which their favourite scene from the books/ films were or which is their favourite character/ why they think the series was so successful 	
	Reading Task and Language Focus	<ul style="list-style-type: none"> Students read the discussion of the blurb and do the task in pairs Opportunity to extend work on prepositions Modal verbs 	
Pg 56 Task 9: Writing Tips	Language Focus	<ul style="list-style-type: none"> This is an opportunity to revise adjectives which are suitable for describing stories Students work on the activity in pairs You can ask them to make sentences with the words left out 	
Pg 57 Task 10: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write one of the tasks on the board and analyse it Discuss with the students the questions in the help box to identify the writing situation: genre analysis for context and audience Ask them to note down their answers on their books Work on an outline of the essay with the students for the essay on the book cover 	
	Exam Preparation Writing on book covers and Information on the back of the book	<p>For Homework:</p> <ul style="list-style-type: none"> Ask them to write both of the given topics: on cover and back of their chosen book Student next time can present their book covers in class and talk about them for 2 minutes 	<p>Refer students to the topic on the platform Writing Unit 15, ask them to study the useful phases there</p>

Week 10

Self-Study Session

Week 10 FlexEnglish Platform: 3h minimum		
Objectives	To review Present and Past Tenses and Passive Voice To study and practice vocabulary on animals To read and listen on the topic on animals To write film/book review	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Review Units 3, 4, 10 Presentation and Practice	Presentation of: Present and Past Tenses Passive Voices	Work with Units 3, 4, and 10 Review as appropriate focusing on areas of difficulty. Try to remember as much on the uses and examples
Vocabulary Section Unit 10 Presentation And Practice Animals	To study vocabulary related to Animals with activities that focus on pronunciation, spelling and meaning	Work with Presentation Activities 1-5 You will learn: Types of creatures, What they feed on, Sub-types of animals, Animal body parts, Where animals live Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test

Self-Study Session

		<p>Vocabulary pronunciation self test Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 10 Animals</p>	<p>To practice reading on the topic of animals</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a description of 5 animals that may be lost forever</p> <p>Read the vocabulary given Crossing with the vocabulary given Read the text and decide if the statements are true or false. Read the text and decide if the statements are true, false or not mentioned Read the text and find what the words mean in context Write a summary of the text and send it to your teacher</p>
<p>Listening Section Unit 10 Animals</p>	<p>To practice listening on the topic of animals</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a radio interview on swimming with dolphins and sharks</p> <p>Read the vocabulary given Crossing with the vocabulary given Listen to the recording and decide if the statements are true, false or not mentioned Listen again and fill in the gaps with the words you hear.</p>
<p>Writing Section Unit 15 Film- Book Reviews</p>	<p>To learn how to write a book or film review</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a film – book review</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered. Then write one of the following compositions.</p>

Week 10

Lesson Outline

Week 10		
Coursebook	Unit 7	
Objectives	Main	Describing the Plot of a Novel
	Subsidiary	Describing Characters Using Descriptive Adjectives and Adverbs Expressing Passive Meaning
Language exponents	Present Simple to narrate plot events Passive voice Adverb Formation	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Allow time for students to write down and present more questions for their own book or practice the questions that they have already answered.	
Pg.58 Task 1 News Story	Pre-Reading	<ul style="list-style-type: none"> Engage students in discussion about Amazon book seller and buying books online Focus attention on what genre the text is: fantasy Focus attention on the animal featured in the cover – dragon Discussion on animals 	In order to revise and check the work on Animals students have done on the platform the teacher asks students to describe the animals they would see in a Zoo, using relevant vocabulary e.g. what

Lesson Outline

			type and sub-type of animal, animal parts, its habitat and its feeding habits. Teachers are encouraged to use online images to generate discussion and engagement.
	Reading Task A	<ul style="list-style-type: none"> • St students read the text on their own and identify the main characters • Chance to clarify vocabulary related to fantasy novels • They complete the reading comprehension task in pairs • Check the T/F activity with whole class or compare in pairs 	
	Reading Task B And language focus	<ul style="list-style-type: none"> • Students write their questions and they role-play asking each other <ul style="list-style-type: none"> • Write good and bad examples on the board. • Highlight any problems with questions forms (i.e. subject, verb inversion, use of auxiliaries do and did) 	Students have revised the present and past tenses on the platform and some extension and consolidation could take place in class.
Pg. 59 Task2 Speaking Pair work	Reading a model dialogue	<ul style="list-style-type: none"> • Inform the students that the sequence to follow looks like the discussion of the oral part of the exam. • Students read the text alone first and identify wrong information • They then role play the dialogue in pairs • Monitor pairs and focus especially on the right intonation for questions (rising intonation) • 	
Pg. 59 Task 2 Speaking Pair work	Language Study: To focus Ss attention on the grammar structures used for plot description –	<ul style="list-style-type: none"> • Draw students attention on question 2: <i>Can you say a few things about it?</i> • Elicit what the question is asking i.e. plot description, narration of the events of the story • Ask them to focus on the verb form, what tense is it? 	Revise the tense as appropriate checking the work they did on the platform. Draw their attention to the -s ending for 3rd person singular.

Lesson Outline

	To revise Simple Present in Active and Passive Voice	<ul style="list-style-type: none"> Establish that Simple Present is used for narrating the plot of a story (making a form/meaning connection) 	
Pg60 Task 1: Semi-Authentic Text	Pre Reading	<ul style="list-style-type: none"> Start with a Class Discussion on the image of the cover and ask students to predict the content of the text. Ask them which are their favourite romantic stories from classical literature. Based on answers you can have a small class discussion comparing the works of classical literature with contemporary love stories Pre-teach useful lexis on talking about novels (plot, hero, narrator, setting, climax of the story) 	
	Reading Comprehension Task	<ul style="list-style-type: none"> Individual Reading to get the general idea, work with names and basic plot Students underline the most important information 	
	Post-Reading Task	<ul style="list-style-type: none"> Establish what they think might be the most important information (e.g. author, date, main characters, main plot events, ending) 	
Pg 61 Task 2: Model Text	Reading a Model Text	<ul style="list-style-type: none"> Students read the model text and compare their answers to the most important information Class feedback identifying the most important info 	<p>You will need to refer to the work the students have done on the platform on the passive voice and</p>
	Text Analysis	<ul style="list-style-type: none"> Students read the text analysis Circle the correct answer (pair-work) Class feedback with correct answers 	
	Language Study	<ul style="list-style-type: none"> Draw students attention to the tenses used and establish the use of Present Tenses for Plot Narration focusing on question 5, ask them to identify verbs in the Present Tense 	

Lesson Outline

		<ul style="list-style-type: none"> • Focus Ss attention on the passive constructions (e.g. was written, it is set, is driven away) • Elicit written rule of the passive and justify its use in this context. Provide more practice with transformation activities 	revise the form and uses.
Pg 62 Task 3: Practice	Pre- Reading:	<ul style="list-style-type: none"> • Ask the students to tell you what books they enjoyed as children • and if they remember the story featured in the picture 	You can refer to the reading the students have done on the platform to remind them of some of the lexis related to animals
	Reading: Model composition on describing a book	<ul style="list-style-type: none"> • Students read the text and choose the correct answer • They compare their answers in pairs • Work with vocabulary and focus esp. on phrasal verbs and prepositions 	
Pg62 Task 4: Writing Tips	Sentence transformation	<ul style="list-style-type: none"> • Elicit from students how adverbs are formed • Do the first example together to explain the transformation • Ask them to work by themselves and then compare their answers (pair-work) 	Refer them to the relevant section of adverbs on the platform if required
Pg 62 Task 5: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write the task on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis • Ask them to note down their answers • Work on an outline with the students 	As the students have worked on an outline on the platform, ask them to work on the outline before providing them a reminder
	Exam Preparation Describing Plot	<p>For Homework:</p> <ul style="list-style-type: none"> • Ask them to write Task 5 about their own book and describe its plot 	As they have studied the same topic on the platform Writing Unit 15, ask them to study the useful phases and write one of the topics on the platform.

Self-Study Session

Week 11 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice gerunds and infinitives To study and practice vocabulary on entertainment and free time To read and listen on the topic on entertainment To write film/book review	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 8 Gerunds and Infinitives Presentation and Practice	Presentation of: Gerunds and Infinitives Formation, Tenses, Use	Work with Presentation Activities 1-10 The tenses of the infinitive – Video Lesson The tenses of the infinitive – Match the tenses with the examples. The infinitive forms – Video Lesson The infinitive forms – Use the options provided to fill in the blanks The Full Infinitive – Video Lesson The Full Infinitive – Use the words provided to fill in the blanks The Bare Infinitive – Video Lesson The Bare Infinitive – Use the words provided to fill in the blanks Gerund – Video Lesson Gerund – Use the words provided to fill in the blanks Work with Practice Activities 1-6 Listen and choose the correct answer A or B. - Part 1

Self-Study Session

		<p>Listen and choose the correct answer A or B. - Part 2</p> <p>Choose the correct option A or B to complete the sentences. - Part 1</p> <p>Choose the correct option A or B to complete the sentences. - Part 2</p> <p>Put the words in the correct order to make sentences and respond – Part 1</p> <p>Put the words in the correct order to make sentences and respond – Part 2</p>
<p>Vocabulary Section Unit 4 Presentation And Practice Entertainment and Free Time</p>	<p>To study vocabulary related to Entertainment and Free Time with activities that focus on pronunciation, spelling and meaning</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn: positive and negative adjectives related to entertainment, types of films and shows, types of books and newspapers, ways to talk about stories, people involved, talking about success and failure, musicians and instruments, photography</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 4 Entertainment and Free Time</p>	<p>To practice reading on the topic of entertainment</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a news piece that narrates a personal story of someone working as a magician</p> <p>Read the vocabulary given. Crossing with the vocabulary given.</p>

Self-Study Session

		<p>Read the text and choose the correct answer. Read the text and find a word or phrase which means ... Write a summary of the text and send it to your teacher.</p>
Listening Section Unit 4 Entertainment and Free Time	<p>To practice listening on the topic of entertainment</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a radio interview with a record company Learn the vocabulary given. Crossing with the vocabulary given, Listen to the recording and decide if the statements are true or false. Listen again and fill in the gaps with the words you hear.</p>
Writing Section Unit 15 Film- Book Reviews	<p>To learn how to write a book or film review</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a film - book review</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered.</p>

Week 11

Lesson Outline

Week 11		
Coursebook	Unit 8	
Objectives	Main	How to express the moral of the story and how to recommend a book/film
	Subsidiary	Negotiating and reaching an agreement Language for agreeing and disagreeing Expressing opinion Making a choice Ways to express recommendation
Language exponents	Gerunds and infinitives Modal verbs for recommendation	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
Pg. 64 Task 1 Communication	Pre- Speaking Task	<ul style="list-style-type: none"> • Inform students that they will need to express opinions and make choices and recommendations • You can brainstorm language that would help them to make choices and recommendations • Collect language samples on the board, work with any new language (suggest +ing, what about) • Ask if they have read any of the books featured here – try to engage them by discussing reactions to fantasy genre – the films are ok to be used for reference as well 	The students have worked on vocabulary related to entertainment and free time on the platform that relates to reading and leisure time, prompt them to use this.

Lesson Outline

	Speaking Task - Oral Exam	<ul style="list-style-type: none"> • Read out the examiner words and the task • Analyse what the students have to do and remind them of the collected language that is available for them on the board • Students perform the task and you monitor noting down language that they are using – focusing on recommendation and agreeing/disagreeing • Class feedback with appropriate use of language 	
Pg. 65 Task 2 Speaking Pair work	Reading a model dialogue	<ul style="list-style-type: none"> • Inform the students that the sequence to follow looks like the discussion of the oral part of the exam. • Students read the text alone first • Ask them to identify which are the ways the speakers use to express opinion, to disagree, to agree and to recommend, and responding to others' opinion 	
	Language Study	<ul style="list-style-type: none"> • Draw students attention on verbs: 'want to read', love to read' • Elicit what follows the verb i.e. full infinitive • Ask them to remember the possible forms that can form certain verbs, revising the verbs with gerund and infinitive • Place particular emphasis on verbs that express opinion, choice, recommendation • Create lists with the verbs that are most frequent and common for the student s to express the above functions targeted by the exam 	Revise the verbs with gerund and infinitive as appropriate checking the work the students have done on the platform.

Lesson Outline

Pg 66 Task 1: Semi-Authentic Text	Pre Reading	<ul style="list-style-type: none"> Start with a Class Discussion on the image the page and ask students to remember what the text is about – they have read on the text on pg 60 Elicit what the moral of a story means 	
	Reading Comprehension Task	<ul style="list-style-type: none"> Individual Reading Ss underline the most important information Work with lexis as required 	
	Post-Reading Task	<ul style="list-style-type: none"> Establish what they think might be the moral of the story Accept a variety of options Ask why do we need morals in stories – discussion could go to Aesop’s myths 	
Pg 67 Task 2: Model Text	Reading a Model Text and Text Analysis	<ul style="list-style-type: none"> Students study the text analysis Students read the model text and Circle the correct answer (pair-work) Check with your partner and class feedback with correct answers 	<p>You will need to refer to the work the students have done on the platform on the gerund</p>
	Post-Reading	<ul style="list-style-type: none"> compare their answers to the most important information Class feedback identifying the most important info 	
	Language Study	<ul style="list-style-type: none"> Draw students attention to the use of the gerund in the structure – apart from being really engrossed Work with this structure on form and meaning 	
	Exam Preparation	<p>After the activities on pg 67 allow time for students to talk about the moral or lesson that their book teaches.</p>	
Pg 68 Task 3: Practice A	Home work activity	<ul style="list-style-type: none"> Ask the students to work on this activity for homework to practice language and phrases used as a model of writing for moral 	
Pg 69 Task 4:	Pre-Reading	<ul style="list-style-type: none"> Elicit from students what language they expect to see in an essay of recommendation 	

Lesson Outline

Model B		<ul style="list-style-type: none"> Students read the text analysis first and they can try to guess the answers 	
	Post reading	<ul style="list-style-type: none"> Students report main information on the text and then work on the answers of the text analysis The focus should be on highlighting the language of recommendation and its use. (e.g. highly/ strongly recommend, suitable / unsuitable) 	
Pg 70 Task 5 Practice B Task 6	Language Focus	<ul style="list-style-type: none"> Assign Task 5 and 6 for H/W As you do class feedback with the answers you have a chance to revise the following Phrasal verbs Prepositions Relative sentences Modals 	Prepositions are an area that could be given some attention here
Pg 71 Task 7: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write the task on the board and analyse it Discuss with the students the questions of the help box to identify the writing situation, genre analysis Ask them to note down their answers Work on an outline with the students 	
	Exam preparation Describing the Moral of your book	<p>For Homework:</p> <ul style="list-style-type: none"> Ask them to write about the moral of their book <p>For writing tasks on page 71 students should write topic 1 or topic 2 to practice writing about the moral of their own book. They should be able to answer these questions orally as well.</p>	As they have studied the same topic on the platform Writing Unit 15, ask them to study the useful phases and write one of the topics on the platform.

Self-Study Session

Week 12 FlexEnglish Platform: 3h minimum		
Objectives	To review modal verbs To study and practice vocabulary on the environment To read and listen on the topic on the environment To write film/book review	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 9 Modals in all tenses Presentation	Presentation of: Modal Verbs	Work with Reviewing Modal Verbs with presentation activities from Unit 9 – Modals in all tenses Review the modal verbs and their uses as appropriate Especially Practice activity 4 will revise many of the uses with appropriate examples
Vocabulary Section Unit 13 Presentation And Practice The Environment	To study vocabulary related to the Environment with activities that focus on pronunciation, spelling and meaning	Work with Presentation Activities 1-5 You will learn: regions, agriculture, ecology, flora and fauna Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test

Self-Study Session

		<p>Work with Practice Activities 1 - 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 13 The Environment</p>	<p>To practice reading on the topic of the environment</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a problem piece on environmental threats and air pollution</p> <p>Learn the vocabulary given - Presentation Crossing with the vocabulary given Read the text as fast as possible and tick the topics which are mentioned. Read the text and choose the correct answer. Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 13 The Environment</p>	<p>To practice listening on the topic of the environment</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a news report about protesting environmental destruction by developers</p> <p>Learn the vocabulary given. Vocabulary crossing Listen to the recording and choose the correct answer. Listen again and fill in the gaps with the words you hear.</p>
<p>Writing Section Unit 15 Film- Book Reviews</p>	<p>To learn how to write a book or film review</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a film - book review</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered.</p>

Week 12

Lesson Outline

Week 12		
Coursebook	Unit 9	
Objectives	Main	Talking about problems and seeking advice
	Subsidiary	Writing formal letters of advice Vocabulary and phrases about environmental issues
Language exponents	Language of Advice – Revision of Modals Lexis on environment	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Allow time at the beginning for students to practice their book summaries or their investigations (whichever they are weak at, but it is a good idea to revise the investigation at this stage).	
Pg. 74 Task 1 Investigation	Pre- Reading Task	<ul style="list-style-type: none"> Inform students that they will need to be talking about problems and seeking and giving advice You can brainstorm language that would help them to talk about problems and give advice Collect language samples on the board, work with any new language (offer suggestions yourself about language of advice) Ask them just to read the titles and work with establishing understanding of the main categories 1 – 7 	The students have worked on vocabulary related to the environment on the platform that relates to the content of the text here.
	Reading Comprehension Task A	<ul style="list-style-type: none"> Ask them to read the text for general meaning first and then work on general affective responses to the text. Do they agree or do they disagree? 	

Lesson Outline

		<ul style="list-style-type: none"> • Work with any lexis that might create a problem. • Students work in pairs on the T/F questions • They highlight the answer in the text • Class Feedback with the answers 	
	Reading Task B Writing a question	<ul style="list-style-type: none"> • Students write their questions and they role-play asking each other <ul style="list-style-type: none"> • Write good and bad examples on the board. • Highlight any problems with questions forms (i.e. subject, verb inversion, use of auxiliaries do and did) 	You can ask them to include modal verbs in the questions as this is an area
Pg. 75 Task2 Speaking Pair work	Writing a model dialogue	<ul style="list-style-type: none"> • Inform the students that the sequence of questions are likely to be part of the oral exam. • Students in pairs read the questions first and identify the possible answers • Ask them to take notes on the answers – not complete sentences • They then role play the dialogue in pairs • Monitor pairs and focus especially on the right intonation for questions (rising intonation) • But also on sounding natural and not like they are reading out – hesitation is acceptable 	After they have finished the task ask them to write the questions on pg 75 on their notebooks and answer them for their own investigation
Pg. 76 Task 1 Vocabulary Bank	Language Study: To focus Ss attention on structures used for asking and giving advice	<ul style="list-style-type: none"> • Draw students attention to the ways of opening and closing a letter. Discuss whether it is formal or informal • Ask them to study the list for 5 minutes • Then ask them to close their books and note down any expressions they remember • Collect samples of language on the board and work with any problems (2nd conditional is there which the students have not yet studied) 	Students have seen the word list before when they studied Writing 9 Informal Letters of Advice on the Platform so do not treat as completely unknown

Lesson Outline

		<ul style="list-style-type: none"> Ask them to write 2 sentences each with some of the language Students read their sentences to each other 	
Pg 77 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> Students read the text analysis and try to predict the answers in pairs Students read the model text and circle the correct answer They compare their answers to a partner Class feedback with correct answers 	
	Language Study	<ul style="list-style-type: none"> Draw students attention to language used of giving advice especially the modal and establish the use of future tenses for predicting future results Ask student to collect the language functions for advice in their notebooks 	You will need to refer to the work the students have done on the platform on revising the modal, you need to focus only on the function of advice not probability and revise the form and uses.
Pg 78 Task 3: Practice	Pre- Reading:	<ul style="list-style-type: none"> Ask the students to tell you about any school memories Did they enjoy school? Were there any bad memories? 	
	Reading: Model composition for a letter of advice	<ul style="list-style-type: none"> Students read the text and choose the correct answer They compare their answers in pairs Work with vocabulary and focus on gerunds and comparatives 	
Pg 78 Task 4: Writing Tips	Gap Fill with phrasal Verbs	<ul style="list-style-type: none"> Elicit from students how phrasal verbs are formed If students are unfamiliar with the verbs you can create a matching exercise to Ask them to work by themselves and then compare their answers (pair-work) 	This is an area that is lexical and not systematically covered by the platform so you might need to offer some extra material
Pg 79 Task 5:	Pre-Writing Task	<ul style="list-style-type: none"> Write one of the tasks on the board and analyse it Discuss with the students the questions of the help box to 	

Lesson Outline

Writing		identify the writing situation, genre analysis <ul style="list-style-type: none">• Ask them to note down their answers• Work on an outline with the students	
	Informal letter of advice	For Homework: <ul style="list-style-type: none">• Ask them to write one of the topics of Further Practice• Remind them of the useful expressions on the platform Writing Unit 9	As they have studied the same topic on the platform Writing Unit 9, ask them to study the useful phases and/ or write one of the topics on the platform.

Week 13

Self-Study Session

Week 13 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice the conditionals To study and practice vocabulary on weather and natural disasters To read and listen on the topic of weather and natural disasters To write informal letters of invitation	
Material	Aims	Self-Study Activities
Grammar Section Unit 12 Conditionals Presentation and Practice	Presentation of: Conditionals	Work with Presentation Activities 1-12 Introduction to Conditionals – Video lesson Introduction to Conditionals – Exercise Zero conditional – Video lesson Zero conditional – Exercise First conditional – Video lesson First conditional – Exercise Second conditional – Video lesson Second conditional – Exercise Third conditional – Video lesson Third conditional – Exercise Linking words in conditionals – Video lesson Linking words in conditionals – Exercise Work with Practice Activities 1-6

Self-Study Session

		<p>Listening to my grammar – Part I Listening to my grammar – Part II Writing my grammar – Part I Writing my grammar – Part II Speaking my grammar – Part I Speaking my grammar – Part II</p>
<p>Vocabulary Section Unit 7 Presentation And Practice Weather</p>	<p>To study vocabulary related to Weather with activities that focus on pronunciation, spelling and meaning</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn vocabulary related to: earthquakes, volcano eruption, earth, environmental problems, flood, relief aid, the aftermath, 20th century problems, potential pollutants, problems, health hazards</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 7 Weather and natural</p>	<p>To practice reading on the topic of weather and natural disasters</p>	<p>Work with Reading Activities 1-6</p> <p>You will read 3 stories that give an account of surviving a natural disaster</p>

Self-Study Session

<p>disasters</p>		<p>Read the vocabulary given Crossing with the vocabulary given Read the text and select from the choices given to fill in the blanks. One sentence from the choices given will not be used. Read the text and decide if the statements are true, false or not mentioned Read the text and find what the words mean in context Write a summary of the text and send it to your teacher</p>
<p>Listening Section Unit 7 Weather and natural disasters</p>	<p>To practice listening on the topic of weather and natural disasters</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to a narration that recounts the sinking of the Titanic</p> <p>Read the vocabulary given Crossing with the vocabulary given Listen to the recording and choose the correct answer Listen again and fill in the gaps with the words you hear</p>
<p>Writing Section Unit 6 Informal letter of invitation</p>	<p>To learn how to write an informal letter of invitation</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write an informal letter of invitation</p> <p>Paragraph analysis. Select the correct answer from the options provided. Study the expressions offered. Then write one of the three following compositions.</p>

Week 13

Lesson Outline

Week 13		
Coursebook	Unit 10	
Objectives	Main	Accepting and Refusing Invitations
	Subsidiary	Revision of book discussion (review, recommendation, plot) Requesting Information
Language exponents	Vocabulary on weather and disasters Subordinate Sentences Conditionals – Expressing Hypothetical Meaning	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
Pg. 80 Task 1 Book / Reader	Pre- Reading Task	<ul style="list-style-type: none"> Inform students that they will need to be talking about a famous story that involves surviving a disaster You can brainstorm language that would help them to talk about natural disasters Collect language samples on the board, work with any new language (offer suggestions yourself about language of advice) Ask them if they know the story of Robinson Crusoe, can someone recount the story 	<p>Students have heard and read stories of disaster on the platform. You can extend the discussion to these and ask what the students thought.</p> <p>The students have worked on vocabulary related to the weather and natural disasters on the platform that could be elicited at the beginning of the lesson.</p>

Lesson Outline

	Reading Comprehension Task A	<ul style="list-style-type: none"> • Ask them to read the text for general meaning first and then work on general affective responses to the text. Would they like to read the book? • Work with any lexis that might create a problem. • Students work in pairs on the T/F questions • They highlight the answer in the text • Class Feedback with the answers 	
	Reading Task B Writing a question	<ul style="list-style-type: none"> • Students write their questions and they role-play asking each other • Write good and bad examples on the board. • Highlight any problems with questions forms (i.e. subject, verb inversion, use of auxiliaries do and did) 	<p>You can ask them to use conditional forms E.g. If Robinson Crusoe wants to go home, he will need to... This will be a good moment to revise the work the students have done on the conditionals</p>
Pg. 81 Task2 Speaking Pair work	Exam Preparation Writing a model dialogue	<ul style="list-style-type: none"> • Inform the students that the sequence of questions are likely to be part of the oral exam. • Students could answer these questions about their own book • Ask them to take notes on the answers – not complete sentences • They then role play the dialogue in pairs • Monitor pairs and focus especially on the right intonation for questions (rising intonation) • But also on sounding natural and not like they are reading out – hesitation is acceptable • After they complete the class you can provide model answers 	<p>This is a good activity to allow students to practice asking each other questions about their own books as they are preparing for the exam. Monitor and help improve their answers.</p>

Lesson Outline

	Exam Preparation	Allow time for students to answer all their questions about their book and provide class feedback for the best way to answer the questions (e.g. appropriate language)	
Pg. 82 Task 1 Vocabulary Bank	Language Study: To focus Ss attention on structures used for inviting, accepting and refusing invitations	<ul style="list-style-type: none"> • Draw students' attention to the ways of opening and closing a letter. Discuss whether it is formal or informal • Ask them to study the list for 5 minutes • Then ask them to close their books and note down any expressions they remember • Collect samples of language on the board and work with any problems • Remind of verbs with gerund and infinitive • Ask them to write 2 sentences each using some of the language • Students read their sentences to each other 	Students have seen the word list before when they studied Writing 6 Informal Letters of Invitation on the Platform so do not treat as completely unknown
Pg 83 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> • Students read the text analysis and try to predict the answers in pairs • Students read the model text and indicate whether it is true or false. • They compare their answers to a partner • Class feedback with correct answers 	
	Language Study	<ul style="list-style-type: none"> • Draw students attention to language used of accepting invitations • Ask student to collect the language functions for accepting invitations in their notebooks 	
Pg 84 Task 3: Practice	Pre- Reading:	<ul style="list-style-type: none"> • Ask the students to tell you about a graduation ceremony they attended • Where was it? Who did they go with? 	

Lesson Outline

	Reading: Model composition for a letter of rejecting an invitation	<ul style="list-style-type: none"> • Students read the text and choose the correct answer • They compare their answers in pairs • Work with vocabulary and focus on present perfect 	
Pg 84 Task 4: Writing Tips	Gap Fill with time words and conjunctions	<ul style="list-style-type: none"> • Elicit from students how sentences can be joined • If students are unfamiliar with subordination analyse some examples • Ask them to work by themselves and then compare their answers (pair-work) 	This is an area that is syntactical and is covered Grammar 6 The Clauses – you can refer students there for revision
Pg 85 Task 5: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write the task on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis • Ask them to note down their answers • Work on an outline with the students 	
	Informal letter of refusing an invitation	<p>For Homework:</p> <ul style="list-style-type: none"> • Ask them to write one of the topics of Further Practice • Remind them of the useful expressions on the platform Writing Unit 6 	As they have studied the same topic on the platform Writing Unit 6, ask them to study the useful phases and/ or write one of the topics on the platform.

Self-Study Session

Week 14 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice the reported speech To study and practice vocabulary on education To read and listen on the topic of education To write an informal letter giving news	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 14 Reported Speech Presentation and Practice	Presentation of: Reported Speech	Work with Presentation Activities 1-16 Introduction. Video lesson Introduction. Exercise Tense changes. Video lesson Tense changes. Exercise Pronouns, words of time and place change. Video lesson. Pronouns, words of time and place change. Exercise Questions and commands in reported speech. Video lesson. Questions and commands in reported speech. Exercise. Wh and Yes - No Questions. Video lesson. Wh and Yes - No Questions. Exercise General truths in reported speech. Video lesson. General truths in reported speech. Exercise. The verb shall in reported speech. Video lesson. The verb shall in reported speech. Exercise.

Self-Study Session

		<p>The word "that" in reported speech. Video lesson. The word "that" in reported speech. Exercise.</p> <p>Work with Practice Activities 1-6</p> <p>Listen and choose the correct answer A or B. Listen and choose the correct answer A or B. - Part 2 Complete the sentences using reported speech. Complete the sentences using reported speech - Part 2 Listen, read and respond Listen, read and respond - Part 2</p>
<p>Vocabulary Section Unit 3 Presentation And Practice Education</p>	<p>To study vocabulary related to Education with activities that focus on meaning spelling and pronunciation,</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn vocabulary related to: school terms, relationships at school and interpersonal problems, school facilities, parts of a book, ways of reading, book expressions</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 - 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>

Self-Study Session

		For each word or expression write an example
Reading Section Unit 3 Education	To practice reading on the topic of education	<p>Work with Reading Activities 1-6</p> <p>You will read an advice column on exam stress and how to deal with it</p> <p>Learn the vocabulary given. Crossing with the vocabulary given. Read the text and match the headings with the paragraphs. Read the text and decide if the statements are true, false or not mentioned. Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
Listening Section Unit 3 Education	To practice listening on the topic of education	<p>Work with Listening Activities 1-4</p> <p>You will listen to friends discussing their experience of going to university</p> <p>Learn the vocabulary given. Crossing with the vocabulary given. Listen to the recording and decide if the statements are true or false. Listen again and fill in the gaps with the words you hear.</p>
Writing Section Unit 5 Informal letter Giving News Unit 10 and 11 Semi-Formal and Formal letter of Asking for Information	<p>To learn how to write an informal letter giving news</p> <p>To learn how to write a semi-formal letter asking for information</p>	<p>Work with Writing Activities 1-3</p> <p>You will learn how to write an informal letter giving news</p> <p>Paragraph analysis. Select if the statements are true or false. Paragraph analysis. Select if the statements are true or false. Study the expressions offered. Then write one of the following compositions.</p> <p>Work with Writing Activity 1 from Units 10 and 11</p> <p>Paragraph analysis. Select the correct answer. Formal letter / email – Paragraph analysis</p> <p>Work with Writing Activity 2 from Unit 11</p> <p>Write a formal letter / email – Useful phrases</p>

Week 14

Lesson Outline

Week 14		
Coursebook	Unit 11	
Objectives	Main	Asking for information – Giving Information
	Subsidiary	Discussing your news story - Review Writing informal and semi-formal letters
Language exponents	Reported speech and reporting verbs Review of Passive Lexis related to Education and learning	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	For homework ask students to find a news story from online newspapers. They must find the same news story from two different sources on the internet, print it as it is so that the sources can be shown and add these two articles to their log books as they are from the online newspapers. Students should write a summary of their news story in their notebooks they should write the question on page 87 in their notebooks and answer them according to their own news story. This should be ready to be handed in for correction in week 15.	
Pg. 86 Task 1 News / Story	Pre- Reading Task	<ul style="list-style-type: none"> Ask students if they remember any of the opening ceremonies of Olympic Games (i.e. Athens, Beijing, London) You can brainstorm language that would help them to talk about this event (e.g. spectacular, costly) 	The theme of the lesson – giving information could be established here and linked to the writing activities (part 1) they have done on the platform

Lesson Outline

	Reading Comprehension Task A	<ul style="list-style-type: none"> • Ask them to read the text for general meaning first and relate it to their own experience of the event – if any. • Students work in pairs on the T/F questions • They highlight the answer in the text • Class Feedback with the answers • Work with any lexis that might create a problem. 	
	Reading Task B Writing a question	<ul style="list-style-type: none"> • Students write their questions and they role-play asking each other • Write examples on the board and transform them into indirect questions • Highlight any problems with questions forms (i.e. lack of subject, verb inversion) 	<p>Here it is a good moment to work on indirect questions that students studied in the platform</p>
Pg. 87 Task2 Speaking Pair work	Writing a model dialogue	<ul style="list-style-type: none"> • Inform the students that the sequence of questions are likely to be part of the oral exam. • Students in pairs read the questions first and identify the possible answers • Ask them to take notes on the answers – not complete sentences • They then role play the dialogue in pairs – changing roles • Monitor pairs and focus especially on how natural the answer sounds (not read from the text) • Ask them to summarise the news story in 3 lines 	
Pg. 88 Task 1 Vocabulary Bank	Language Study: To focus Ss attention on structures used for asking and giving information	<ul style="list-style-type: none"> • Ask students to complete the sentences for asking information with their own ideas • Collect samples of language on the board and work with any problems (some will be completed with an indirect questions make the link to the previous discussion on indirect questions) 	<p>Students have seen the word list before when they studied Writing 5 Informal Letter giving news on the Platform so do not treat as completely unknown</p>

Lesson Outline

		<ul style="list-style-type: none"> • Ask them to study the list for Giving Information for 1 minute • Then ask them to close their books and note down any expressions they remember • Ask them to write 2 more sentences that could be used to give information 	
Pg 89 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> • Students read the text analysis and try to predict the answers in pairs • Students read the model text and indicate whether it is true or false. • They compare their answers to a partner • Class feedback with correct answers 	Alternatively you could ask them to predict the content of the letter asking for information for a city. based on what they have read in the Writing Sections
	Language Study	<ul style="list-style-type: none"> • Draw students attention to language used for asking for information • Ask student to collect the language functions for asking for information in their notebooks 	
Pg 90 Task 3: Practice A	Pre- Reading:	<ul style="list-style-type: none"> • Ask the students to tell you about their previous schools? • Where were they? How old were they when they went? Did they enjoy their time there. • Inform them that this is an opportunity to remember some of the vocabulary they studied related to education on the platform 	These two texts on pg 90 and 91 will provide the lexical focus of the lesson on the topic of education. Vocabulary that has been studied in the platform could be recycled here, using the right questions.
	Reading: Model composition for a letter of asking for information	<ul style="list-style-type: none"> • Students read the text and choose the correct answer • They compare their answers in pairs • Work with collocations (i.e. hard time, practice sports etc) • Ask them to identify the language the author uses for asking for information 	
Pg 90 Task 4: Writing Tips	Gap Fill with prepositions	<ul style="list-style-type: none"> • Ask students to look at reading Practice A and give you examples of dependent prepositions (verb or adjective + preposition) 	This is a good area to insist on as it is not explicitly covered in the platform

Lesson Outline

		<ul style="list-style-type: none"> • Ss fill the gaps and compare with partner • Whole class feedback and possible further resources if they want to study more 	A good idea might be to suggest some additional resources from a grammar book for B2 to provide more help in this area
Pg 91 Pg 92 Task 5 Task 6	Model Text B and Practice B	<ul style="list-style-type: none"> • As these offer extra practice they could be assigned for Homework and checked briefly next time 	Ask the student to note down functional language that relates to asking or giving information as they have been studying it for the Writing Unit 5 and 10, 11
Pg 92 Task 7 Writing Tips	Language Focus	<ul style="list-style-type: none"> • Here students will need to be reminded of the reported speech, the tense shift and especially commands • Clarify the meaning of reporting verbs and identify that they add more descriptive detail than just said (help avoid repetition also) • Students work in pairs to transform the sentences • Whole class feedback where potential problems are identified 	The students have studied the reported speech on the platform so they should be able to produce the command form. This is an area of grammar that can be confusing to students, do not insist on all the details but the basic backshifts in class.
Pg 93 Task 8: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write one of the tasks on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis • Ask them to note down their answers • Work on an outline with the students 	
	Informal letter of refusing an invitation	<p>For Homework:</p> <ul style="list-style-type: none"> • Ask them to write one of the topics of Further Practice • Remind them of the useful expressions on the platform Writing Unit 5 	Students will need to write two compositions one asking for advice and one giving advice. They will be advised to choose one from the platform Units 10, 11 and one from this chapter of the book

Self-Study Session

Week 15 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice mixed conditionals To review conditionals To study and practice vocabulary on Sports and Hobbies To read and listen on the topic of Sports and Hobbies To write a first and third person narrative	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 13 Mixed Conditionals Presentation and Practice	Presentation and practice of: Mixed Conditionals	Work with Presentation Activities 1-6 Introduction to mixed conditionals – Video lesson Introduction to mixed conditionals – Exercise First type of mixed conditionals – Video lesson First type of mixed conditionals – Exercise Second type of mixed conditionals – Video lesson Second type of mixed conditionals – Exercise Work with Practice Activities 1-6 Listening to my grammar – Part I Listening to my grammar – Part II Writing my grammar – Part I Writing my grammar – Part II

Self-Study Session

		<p>Speaking my grammar – Part I Speaking my grammar – Part II</p>
<p>Vocabulary Section Unit 5 Presentation And Practice Sports and Hobbies</p>	<p>To study vocabulary related to Sports and Hobbies with activities that focus on meaning spelling and pronunciation,</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn vocabulary related to: places, people, equipment, the qualities of a champion, types of sports, adjectives to describe sports, what athletes do</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 5 Sports and Hobbies</p>	<p>To practice reading on the topic of Sports and Hobbies</p>	<p>Work with Reading Activities 1-6</p> <p>You will read a first-person narrative of personal experience: ‘My first skiing accident’</p> <p>Read the vocabulary given. Crossing with the vocabulary given. Read the text and put letters to order its parts. Read the text and choose the correct answer. Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher</p>

Self-Study Session

Listening Section Unit 5 Sports and Hobbies	To practice listening on the topic of Sports and Hobbies	Work with Listening Activities 1-4 You will listen to instructions about how to do warm up exercises Learn the vocabulary given. Crossing with the vocabulary given. Listen to the recording and choose the correct answer. Listen again and fill in the gaps with the words you hear.
Writing Section Unit 7 First Person Narrative Unit 8 Third Person Narrative	To learn how to write a first and third person narrative	Work with Writing Activities 1-2 You will learn how to write first and third person narrative Paragraph analysis. Select the correct answer. Study the lists of adjectives and adverbs offered. Then write one of the following compositions. Do the same for Unit 8 Write 2 of the composition topics from the platform.

Week 15

Lesson Outline

Week 15		
Coursebook	Unit 12	
Objectives	Main	Making decisions and justifying your opinion
	Subsidiary	Agreeing and Disagreeing Reaching a compromise
Language exponents	Functional language for expressing opinions Topic related language on holidays, free time, leisure activities	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam preparation	<p>Teacher takes in news story summaries and the answers from the news story questions for correction.</p> <p>Give back corrected summaries and answers from news stories. Tell students to learn summaries and answers to present them in week 16</p> <p>Give students a chance to discuss and share with their classmates the stories they selected. What is it that made them choose this particular story?.</p>	
Pg. 94 Task 1 Communication	Pre-Task	<ul style="list-style-type: none"> Ask students about their last holiday (details of place, activities, who they went with) Students discuss this in pairs Monitor and identify any vocabulary issues Class feedback and language focus on useful vocabulary 	The theme of the lesson - leisure time including hobbies and sports can be established at this stage

Lesson Outline

	Exam Task	<ul style="list-style-type: none"> Remind students that this is part of the oral exam After reading the examiners prompt put them in pairs Students discuss the questions and make their choices 	
	Post-Task and language focus	<ul style="list-style-type: none"> While you monitor you collect the language that students have used to express and justify their opinions Role-play in whole class some of the potential answers Put some expressions on the board and ask students to complete them or give you similar examples By the end of this stage the student will have collected in their notebooks a number of useful functional language for expressing and justifying their opinions and for making suggestions and recommendations 	
Pg. 95 Task2 Speaking Pair work	Writing a model dialogue Role-playing a model dialogue	<ul style="list-style-type: none"> Inform the students that the sequence of stages will help them with producing more language during the oral exam. Students in pairs read the questions first and identify the possible answers Ask them to make short notes of their answers – not complete sentences Ask them to use the functional language discussed in the previous stage They then role play the dialogue in pairs – changing roles Monitor pairs and focus especially on how they use the functional language Present good and bad examples for whole class discussion at the end. 	
Pg. 125 Pg. 126 Appendices	Language Study: To focus Ss attention on useful language while communicating	<ul style="list-style-type: none"> Ask students to study one of the selected boxes – try to prioritise based on their needs, but cover cause and effect, agreement and disagreement and some of the fillers 	

Lesson Outline

	orally	<ul style="list-style-type: none"> • Students can add to the lists based on what they have produced in class. • Ask them to study the list for Fillers and hesitation devices for 1 minute • Then ask them to close their books and note down any expressions they remember • Explain that these devices are natural and helpful when they are trying to think of what to say. • Ask them to complete some of the sentences with their own ideas. 	
Pg 95 Task 2: Speaking Pair- Work	Language focus Lexis	<ul style="list-style-type: none"> • At this stage you need to link the language of the lesson with the language studied in the platform. • Focus on the two images of sporting activities and elicit other related lexis that the students have worked on in the platform 	The students have learnt vocabulary and phrases related to sports and hobbies prior to the lesson.
	Language focus Grammar	<ul style="list-style-type: none"> • Provide examples of mixed conditionals related to the pictures found on the page • Elicit the form and the meaning of the mixed conditional 	Students have worked on the mixed conditionals on the platform
Writing	Post-Writing Task	<ul style="list-style-type: none"> • During this week students have worked on 2 essays on the platform. • You can work with these in class. 	Students have worked on writing 1st and 3rd person narrative on the platform, you can revise some of the features of this writing in class and peer-correct the writing they have produced on the platform.

Self-Study Session

Week 16 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice language for wishes To study and practice vocabulary on food and health To read and listen on the topic of food and health To write an essay providing solutions to problems	
<u>Material</u>	<u>Aims</u>	<u>Self-Study Activities</u>
Grammar Section Unit 15 Wishes Presentation and Practice	Presentation and practice of: Unreal Past, Wishes, Regrets, Would rather, Had Better	Work with Presentation Activities 1- 20 Introduction to Unreal Past – Video lesson Introduction to Unreal Past – Exercise Unreal Past with the 2nd conditional – Video lesson Unreal Past with the 2nd conditional – Exercise Unreal Past with the word ‘supposing’ – Video lesson Unreal Past with the word ‘supposing’ – Exercise Unreal Past with the 3rd conditional – Video lesson Unreal Past with the 3rd conditional – Exercise Unreal Past with the phrase ‘would rather’ – Video lesson Unreal Past with the phrase ‘would rather’ – Exercise Unreal Past with other expressions – Video lesson Unreal Past with other expressions – Exercise Wishes/Regrets for a present or future situation – Video lesson Wishes/Regrets for a present or future situation – Exercise Wishes about the past – Video lesson

Self-Study Session

		<p>Wishes about the past – Exercise Express a complaint or criticism – Video lesson Express a complaint or criticism – Exercise Talking about preferences – Video lesson Talking about preferences – Exercise</p> <p>Work with Practice Activities 1-6</p> <p>Listening to my grammar – Part I Listening to my grammar – Part II Writing my grammar – Part I Writing my grammar – Part II Speaking my grammar – Part I Speaking my grammar – Part II</p>
<p>Vocabulary Section Unit 9 Presentation And Practice Food and Health</p>	<p>To study vocabulary related to Food and Health with activities that focus on meaning spelling and pronunciation,</p>	<p>Work with Presentation Activities 1-5</p> <p>You will learn vocabulary related to: Food Conditions, verbs connected with cooking, food qualities, food taste, containers, the body, phrases for health and sickness, health problems, remedies, prevention of illness, doctors</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them</p>

Self-Study Session

		<p>Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 9 Food and Health</p>	<p>To practice reading on the topic of Food and Health</p>	<p>Work with Reading Activities 1-6</p> <p>You will read an article that gives suggestions for a healthier life-style Read the vocabulary given Crossing with the vocabulary given Read the text and select from the choices given to fill in the blanks. One sentence from the choices given will not be used. Read the text and decide if the statements are true, false or not mentioned Read the text and find what the words mean in context Write a summary of the text and send it to your teacher</p>
<p>Listening Section Unit 9 Food and Health</p>	<p>To practice listening on the topic of Food and Health</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to 3 people debating on vegetarianism Read the vocabulary given Crossing with the vocabulary given Listen to the recording and decide if the statements are true, false or not mentioned Listen again and fill in the gaps with the words you hear.</p>
<p>Writing Section Unit 13 Solutions to problems</p>	<p>To learn how to write a composition that proposes solutions to problems</p>	<p>Work with Writing Activities 1-2</p> <p>You will learn how to write a composition offering solutions to a problem Solutions to problems – Paragraph analysis Write a composition about solutions to problems – Useful phrases</p>

Week 16

Lesson Outline

Week 16		
Coursebook	Unit 13	
Objectives	Main	Providing Solutions to problems
	Subsidiary	Talking about your investigation - Review Talking about results
Language exponents	Functional language related to presenting a problem and giving solutions Phrasal Verbs Topic Vocabulary on Health Risks	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Assign five minutes for each student to present their news story and their answers to the questions (If the class is too large, ask some to present next week).	
Pg. 98 Task 1 Investigation	Pre- Reading Task	<ul style="list-style-type: none"> Ask students how / for what purpose they use the internet in their daily lives Extend discussion to the benefits and drawbacks of internet – identify problems and ask for solutions Help with students' emerging language needs (e.g. feed vocabulary on the topic) 	The theme of the lesson –problems and solutions could be established here and linked to the writing activities they have done on the platform
	Reading Comprehension Task A	<ul style="list-style-type: none"> Ask them to read the text for general meaning first and ask what is the author's attitude towards the internet Students then work in pairs on the T/F questions They highlight the answer in the text Class Feedback with the answers 	

Lesson Outline

		<ul style="list-style-type: none"> Work with any lexis that might create a problem. 	
	Reading Task B Writing a question	<ul style="list-style-type: none"> Students write their questions and they role-play asking each other Write examples on the board and transform them into hypothetical questions (If... Supposing....) Ask students to do more transformation of the T/F statements into hypothetical ones. Highlight any problems with these hypothetical forms 	This is an opportunity to revise some of the language work the students have done on hypothetical language
Pg. 99 Task2 Speaking / Pair work	Writing a model dialogue Exam Preparation	<ul style="list-style-type: none"> Inform the students that the sequence of questions is likely to be part of the oral exam. Students in pairs read the questions first and identify the possible answers Ask them to take notes on the answers – not complete sentences They then role play the dialogue in pairs – changing roles Monitor pairs and focus especially on how natural the answer sounds (remind them of the use of fillers and hesitation devices on pg 125) 	<p>This could be an opportunity for students to revise talking about their own investigation if you feel that they would like the extra practice as they are heading for the exam</p> <p>If not, then this stage could be left out for more time devoted to the news story at this stage</p>
Pg. 100 Task 1 Vocabulary Bank	Language Study: To focus Ss attention on structures used for presenting and giving solutions to problems Phrasal verbs related to problems and solutions	<ul style="list-style-type: none"> Ask students to create sentences using the language for presenting problems. If students struggle give them ideas on problems or provide an example. Collect samples of language on the board and work with any problems (some are followed by a gerund for example). Ask them to study the list for giving solutions for 1 minute Then ask them to close their books and note down any expressions they remember (note the use of the modal passive) 	Students have seen the word list before when they studied Writing 13 Solutions to Problems on the Platform so do not treat as completely unknown

Lesson Outline

		<ul style="list-style-type: none"> • Work with the phrasal verbs – ask students to give you examples using concept checking questions • E.g. What would you get rid of? Is it something you want to keep or not? Etc. 	
Pg 101 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> • Assign this for Homework as the model on the next page is enough for the students 	
Pg 102 Task 3: Practice A	Pre- Reading:	<ul style="list-style-type: none"> • Ask the students to tell you about healthy and unhealthy habits ? • Class discussion that will draw on the vocabulary they studied related to Food and Health on the platform • Ask questions that will prompt them to use it: E.g. what are some common health problems? 	<p>This text on pg 102 will provide the lexical focus of the lesson on the topic of Food and Health. Vocabulary that has been studied in the platform could be recycled here, using the right questions.</p>
	Reading: Model composition for an essay providing solutions	<ul style="list-style-type: none"> • Students read the text and choose the correct answer • They compare their answers in pairs • Work with dependent prepositions and phrasal verbs • Ask them to identify the language the author uses for providing solutions 	
Pg 102 Task 4: Writing Tips	Language focus Solutions and Results	<ul style="list-style-type: none"> • Ask students to match the results with the solutions • Focus on the language for results • Link it to the vocabulary bank expressions of result 	
	Language focus Grammar	<ul style="list-style-type: none"> • Provide examples of healthy and unhealthy life-style choices based on the texts on pg 102 • Set-up a role play Ask students to use language for regret or wishes to regret the choices they have made • Focus on language for regret and wishes 	<p>Students have studied the language for regrets and wishes in the platform. This is a good moment to revise and practice</p>
Pg 103 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> • Students read the text analysis and try to predict the answers in pairs • Students read the model text and indicate whether it is true 	<p>Alternatively you could ask them to predict the content of the essay providing solutions based on what</p>

Lesson Outline

		<p>or false.</p> <ul style="list-style-type: none"> • They compare their answers to a partner • Class feedback with correct answers 	they have read in the Writing section
	Language Study	<ul style="list-style-type: none"> • Draw students attention to language used for making suggestions • Ask student to collect the language functions for making suggestion in their notebooks 	
Pg 104 Task 6 Task 7	Model Text and Language Focus	<ul style="list-style-type: none"> • Ask students to do this for Homework 	Ask the student to note down functional language that relates to making suggestions or explaining problems as they have been studying it for the Writing Unit 13
Pg 105 Task 8: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write one of the tasks on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis • Ask them to note down their answers • Work on an outline with the students 	
	Composition on making suggestions and providing solutions	<p>For Homework:</p> <ul style="list-style-type: none"> • Ask them to write Topic 2 of Further Practice as they have talked about the topic in class • Remind them of the useful expressions on the platform Writing Unit 13 	Students will need to write 1 composition. They will be advised to choose one from the platform Unit 13 or one from this chapter of the book
	Exam Preparation	<p>At the end of this lesson one of the writing tasks should be about the news story Write about your news story (Topic 1) – Ask Academic Advisor for topics</p> <p>Students must write a few more questions about their news story in their notebooks so that their partner can ask them one or two questions in the exam. Make sure students know how to talk about the pictures in their news story and what sources they have used.</p>	

Self-Study Session

Week 17 FlexEnglish Platform: 3h minimum		
Objectives	To study and practice the causative To study and practice vocabulary on work To read and listen on the topic of work To write an essay expressing an opinion	
Material	Aims	Self-Study Activities
Grammar Section Unit 11 The Causative Presentation and Practice	Presentation and practice of: The Causative	Work with Presentation Activities 1-4 The causative form – Video lesson The causative form – Exercise Uses of the causative – Video lesson Uses of the causative – Exercise Work with Practice Activities 1-6 Listening to my grammar – Part I Listening to my grammar – Part II Writing my grammar – Part I Writing my grammar – Part II Speaking my grammar – Part I Speaking my grammar – Part II
Vocabulary Section Unit 11 Presentation	To study vocabulary related to Work with activities that focus on	Work with Presentation Activities 1-5 You will learn vocabulary related to: types of jobs, types of work, payment, action verbs for

Self-Study Session

<p>And Practice Work</p>	<p>meaning spelling and pronunciation,</p>	<p>working</p> <p>Vocabulary presentation Vocabulary pronunciation Vocabulary crossing Vocabulary write self test Vocabulary pronunciation self test</p> <p>Work with Practice Activities 1 – 5</p> <p>Spell the words correctly Listen to the words and write them Choose the correct word Listen to the words/expressions. Say them in English and then check For each word or expression write an example</p>
<p>Reading Section Unit 11 Work</p>	<p>To practice reading on the topic of work</p>	<p>Work with Reading Activities 1-6</p> <p>You will read an article that describes the routine and lifestyle of an airhostess</p> <p>Learn the vocabulary given - Presentation Crossing with the vocabulary given Read the text and select from the choices given to fill in the blanks Read the text and decide if the statements are true or false Read the text and find what the words mean in context. Write a summary of the text and send it to your teacher.</p>
<p>Listening Section Unit 11 Work</p>	<p>To practice listening on the topic of work</p>	<p>Work with Listening Activities 1-4</p> <p>You will listen to 2 people complaining about red tape</p> <p>Read the vocabulary given Crossing with the vocabulary given Listen to the recording and decide if the statements are true, false or not mentioned</p>

Self-Study Session

		Listen again and fill in the gaps with the words you hear.
Writing Section Unit 12 Giving Opinions	To learn how to write a composition that expresses an opinion	Work with Writing Activities 1-2 You will learn how to write a composition expressing your opinion Opinion giving composition – Paragraph analysis Write an opinion giving composition – Useful phrases

Week 17

Lesson Outline

Week 17		
Coursebook	Unit 14	
Objectives	Main	Expressing your opinion on a controversial issue
	Subsidiary	Talking about your book/ reader - Review Giving opinions Introducing a point Explaining/ Emphasising a point
Language exponents	Functional language related to expressing and supporting an opinion The causative Phrasal Verbs Topic Vocabulary on Work	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Assign five minutes for each student to present their news story and questions again (or ask the remaining students if the class is too large)	
Pg. 106 Task 1 Book /Reader	Pre- Reading Task	<ul style="list-style-type: none"> Ask students if they have read any famous English novels Class discussion on books they have read while on the course Students look at the picture and speculate on what might happen in the story Clarify meaning of title: Who is proud? Who is prejudiced? 	

Lesson Outline

	Reading Comprehension Task A	<ul style="list-style-type: none"> • Ask them to read the text for general meaning first: Questions: who are the main characters? Has the writer enjoyed the book? • Students then work in pairs on the T/F questions • They highlight the answer in the text • Class Feedback with the answers • Work with any lexis that might create a problem. 	
	Reading Task B Writing a question	<ul style="list-style-type: none"> • Students write their questions and they role-play asking each other • Write good examples on the board 	
Pg. 107 Task2 Speaking / Pair work	Writing a model dialogue Exam Preparation	<ul style="list-style-type: none"> • Inform the students that the sequence of questions is likely to be part of the oral exam. • Students in pairs read the questions first and identify the possible answers (or provide their own answers) • Ask them to take notes on the answers – not complete sentences • They then role play the dialogue in pairs – changing roles • Monitor pairs and focus especially on how natural the answer sounds (remind them of the use of fillers and hesitation devices on pg 125) 	<p>Students here could talk about their own books and role-play asking each other questions</p> <p>If you feel that they've had enough practice with this you could skip this stage and allow more time for the presentation of the news stories</p>
Pg. 108 Task 1 Vocabulary Bank	Language Study: To focus Ss attention on structures used for expressing opinions and supporting opinions	<ul style="list-style-type: none"> • Ask students to create sentences using the language for expressing opinions. Provide an example with your own opinion on the topic • Collect samples of language on the board, work with what follows the expression given 	<p>Students have seen the word list before when they studied Writing 12 Opinion Giving Composition on the Platform so do not treat as completely unknown</p>

Lesson Outline

Pg 109 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> • Students read the text analysis and try to predict the answers in pairs • Students read the model text and indicate whether it is true or false. • They compare their answers to a partner • Class feedback with correct answers 	This text will create a link to the work the student have done on the causative in the platform
	Language Focus	<ul style="list-style-type: none"> • Using the context provided by the text: Write on the board • My car broke down last week so I had it repaired • Elicit the causative and check the meaning with concept checking questions: Did I repair the car myself? Did someone else do it for me? • Ask students to provide other examples after you give them some other professions E.g. I went to the hairdressers.... 	The students have studied the causative on the platform. The context here is good for revision and some practice.
Pg 110 Task 3: Practice A	Pre- Reading:	<ul style="list-style-type: none"> • Ask the students to tell you where they get their news from? Class discussion 	Exam Preparation: This could be a useful discussion if linked with the sources for their news stories
	Reading: Model composition for an essay expressing an opinion	<ul style="list-style-type: none"> • Students read the text and choose the correct answer • They compare their answers in pairs • Work with collocations • Ask them to identify the author’s opinion and the supporting points he/she uses 	
	Language Focus	<ul style="list-style-type: none"> • The text is about journalists. Ask them to provide examples of other professions they studied on the platform • Connect them with action verbs and types of employment or salary e.g. journalist might be freelance and get paid on commission. 	This text on pg 110 will provide the lexical focus of the lesson on the topic of Work. Vocabulary that has been studied in the platform could be recycled here, using the right

Lesson Outline

			questions.
Pg 110 Task 4: Writing Tips	Language focus Phrasal Verbs	<ul style="list-style-type: none"> Ask students to match the phrasal verbs with their definitions Students complete the sentences in pairs Class feedback 	
Pg 111 Task 5: Model Text B	Text Analysis	<ul style="list-style-type: none"> Students read the text analysis and try to predict the answers in pairs Students read the model text and indicate whether it is true or false. They compare their answers to a partner Class feedback with correct answers Assign this for H/W if you are running out of time 	Alternatively you could ask them to predict the content of the essay on expressing opinions based on what they have read in the Writing section
	Language Study	<ul style="list-style-type: none"> Draw students attention to language used for expressing opinions Ask student to collect the language functions for making suggestion in their notebooks 	
Pg 112 Task 6 Task 7	Model Text and Language Focus	<ul style="list-style-type: none"> Ask students to do this for Homework 	Ask the student to note down functional language that relates to expressing and supporting opinions as they have been studying it for the Writing Unit 12
Pg 113 Task 8: Writing	Pre-Writing Task	<ul style="list-style-type: none"> Write one of the tasks on the board and analyse it Discuss with the students the questions of the help box to identify the writing situation, genre analysis Ask them to note down their answers Work on an outline with the students 	
	Composition on Expressing Opinions	For Homework: <ul style="list-style-type: none"> Ask them to write Task 8 topic Remind them of the useful expressions on the platform Writing Unit 12 	Students will need to write 1 composition. They will be advised to choose one from the platform Unit 12 or one from this chapter of the book

Lesson Outline

Exam Preparation

At the end of this lesson one of the writing tasks should be about the news story
Write about your news story (Topic 2) - Ask Academic Advisor for topics

Students must write a few more questions about their news story in their notebooks so that their partner can ask them one or two questions in the exam. Make sure students know how to talk about the pictures in their news story and what sources they have used.

Self-Study Session

Week 18 FlexEnglish Platform: 3h minimum

Objectives

To review grammar and vocabulary as needed (Weeks 9-17)

Modals

Passive Voice

Gerunds and Infinitives

Conditional and Mixed Conditionals

Reported Speech

Wishes, Regrets, Hypothetical language

Causative

To review vocabulary as needed (Week 9-17)

Crime

Animals

Entertainment

The Environment

Education

Sports and Hobbies

Food and Health

Work



Week 18

Lesson Outline

Week 18		
Coursebook	Unit 15	
Objectives	Main	Talking about your news story - Reviw Talking about advantages and disadvantages
	Subsidiary	Impersonal Language
Language exponents	Complex sentences	

Coursebook Tasks	Stage	Class Activities	FlexEnglish Platform and Exam Preparation
	Exam Preparation	Add any other questions in the students' notebooks about their news story. Assign five minutes for each student to present their news story again.	
Pg. 115 Task2 Speaking / Pair work	Role-playing a model dialogue Exam Preparation	<ul style="list-style-type: none"> • Inform the students that the sequence of questions is likely to be part of the oral exam. • Students in pairs read the questions first and prepare to answer them about their own news story • Ask them to take notes on the answers – not complete sentences • They then role play the dialogue in pairs – changing roles • Monitor pairs and focus especially on how natural the answer sounds (remind them of the use of fillers and hesitation devices on pg 125) 	This is an important stage of exam preparation that students need to prepare and execute carefully. Allow time and discuss good and bad answers
Pg. 116 Task 1	Language Study: To focus Ss attention on structures used for	<ul style="list-style-type: none"> • Ask students to create sentences using the language for expressing advantages and disadvantages. Provide an example with your own opinion on the topic 	Students could use their own news stories or investigations to provide content for their advantages and

Lesson Outline

Vocabulary Bank	expressing advantages and disadvantages	<ul style="list-style-type: none"> Collect samples of language on the board, work with what follows the expression given 	disadvantages sentences. Allow them time to think and
Pg 117 Task 2: Model Text	Text Analysis	<ul style="list-style-type: none"> Students read the text analysis and try to predict the answers in pairs Students read the model text and indicate whether it is true or false. They compare their answers to a partner Class feedback with correct answers 	This is a more advanced genre of writing so if you feel that your students would not be able to cope with it, it might be best to devote time on writing from Unit 14 instead.
	Language Focus	<ul style="list-style-type: none"> One of the interesting things to focus here is the use of passive impersonal constructions (it is claimed and its effect) 	
Pg 118 Task 3: Practice A	Pre- Reading:	<ul style="list-style-type: none"> Ask the students what is their opinion on advertising. Class discussion 	
	Reading: Model composition for a for and against essay	<ul style="list-style-type: none"> Students read the text and choose the correct answer They compare their answers in pairs As above focus on the impersonal constructions And Not only – but also sentence structure 	
Pg 119 Task 5: Model Text B	Text Analysis	<ul style="list-style-type: none"> You could assign this for Homework Students read the text analysis and try to predict the answers in pairs Students read the model text and indicate whether it is true or false. They compare their answers to a partner Class feedback with correct answers 	
	Language Study	<ul style="list-style-type: none"> Draw students attention to language used for expressing the different points of view 	

Lesson Outline

		<ul style="list-style-type: none"> • Ask student to collect the useful language of a for and against essay in their notebooks 	
Pg 121 Task 8: Writing	Pre-Writing Task	<ul style="list-style-type: none"> • Write one of the tasks on the board and analyse it • Discuss with the students the questions of the help box to identify the writing situation, genre analysis • Ask them to note down their answers • Work on an outline with the students 	
	Composition on For and Against Essay	<p>For Homework:</p> <ul style="list-style-type: none"> • Ask them to write on any of the topics of their interest 	<p>Students will need to write 1 composition of the for or against type, if you feel that they are capable at this stage of their preparation.</p> <p>If not it is best to focus on the Topic 3 and Topic 4 of the news story</p>
	Exam Preparation	<p>At the end of this lesson Topic 3 and Topic 4 of the news story tasks should be given for homework.</p>	

Week 19	Logbook Investigation Ready Logbook Book/Reader Ready Logbook New Story Ready Oral Communication Task Practice
Week 20	Review and practice of all 3 Logbook parts Oral Communication Task Practice

Students must prepare their log book. Their log book **should only include:**

- 1) Their investigations with pictures
- 2) Their book(they are **not** allowed to include the summary of their book or any notes (questions, answers etc.))
- 3) Their news story printed directly from the sources of the online newspapers(**not** their summary and notes)



FlexCert For TIE

A Blended Learning Program of Study and Exam Preparation for TIE B2 – 20 Weeks



Πληροφορίες - Πωλήσεις

Web: www.flexenglish.gr

Τηλ: +30 24610 28888

Email: niki@atabank.gr

Τεχνική Υποστήριξη:

Τηλ: +30 25410 93075

Email: info@flexenglish.gr