

Lesson stage/time /interaction	Aim	Procedure	Student language
<p><b>TITLE :</b> <b>CHOOSING A GIFT</b> Introduction T to Ls 5 minutes</p>	<p><b>To introduce the topic, get students brainstorming</b></p>	<p><i>Visual:</i> a farewell scene in a school. T elicits that this is a student moving abroad. Ss have to buy her a gift, what is it helpful to know?</p> 	<p>Ls offer ideas on the following:</p> <ul style="list-style-type: none"> <li>- What she likes(hobbies, sports, etc.)</li> <li>- Where she is going (why does it help to know this?)</li> </ul>
<p><b>Inferring from a new visual</b></p> <ul style="list-style-type: none"> <li>- Focus on the student in the picture above</li> </ul> <p>10 minutes</p>	<p>To use the visual to answer some of the questions raised in stage 1</p> <p><b>Widening the vocabulary</b></p>	<p>T shows the visual of Maria, monitors carefully to identify vocabulary Ls may need.</p>	<p>Learners describe her appearance, what she is doing, anything else in the picture that may help with the task. The students write the new words on their learning diary (notebook)</p>
<p><b>Making suggestions</b> Groups of 4 15 minutes</p>	<p>To present and to answer to suggestions (Yes/No questions)</p> <p><b>Team working, creativity and critical thinking</b></p>	<p>Each group writes their gift suggestions with reasons</p>	<p>“We think she’d like X because...” “What about giving her X?” “She likes/does X, so we think....”</p>
<p><b>Groups discuss suggestions</b> (one student of each group changes group) 15/20 minutes)</p>	<p>To exchange information; To respond critically to suggestions; To compare different products and to discuss pros and cons.</p> <p><b>Critical thinking, collaboration</b></p>	<p>Each group (with reference to notes) decides which of the suggestions they like most/ least, with reasons and tell the class. Use of comparatives and superlatives. (The group elects one speaker who has to use the grammatical structure of the comparatives as much as he/she can)</p>	<p>“We think she’d like X most because...” We don’t think Y is a useful gift because...” We suggest this X as it is more.../.....er than Y “The advantages of this Y are:</p> 

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<b>Homework</b> Buying the gift	To develop more efficient searching. To write an advert  <b>Critical reading, ICT skills</b>	Homework can be done in groups or individually ( I suggest in groups) The students have to create their own advert for the gift . They can use computer or other electronic equipment for their research.	“This one is cheaper than that one” “This one is better because... Luggage Adv: No other luggage Looks like Lifts like Locks like Lasts like --X--/--Y—it’s smarter/lighter stronger/roomier
<b>Final decision</b> Introduction for the following lesson (10minutes)	To reach agreement on the final choice: developing discourse management and communicative interaction	Groups present their choices, with reasons based on their research. If necessary, a vote can be taken to select the best gift	“We found two kinds of X and chose this one because....”
<b>Evaluation</b>	To take into account: <b>problem solving:</b> choosing a gift; <b>Collaboration and critical thinking:</b> working into groups, sharing and creating information; <b>Correct use of the language:</b> use of the comparatives and superlatives , use of vocabulary; <b>making grammar alive:</b> making comparisons, giving suggestions <b>Creativity and Use of ICT skills:</b> online search and writing an advert	To develop students’ ability to reason, To make judgments, To develop knowledge, To develop a sense of belonging while participating in the discussion, To develop new ideas while using creativity and imagination, How to lead and to persuade other students.	Choosing a gift; working into groups, sharing and creating in formation, use of the comparatives , use of vocabulary; making comparisons, giving suggestions; writing an advert; giving a presentation.



**Key: T. Teacher, Ls. Learners. Ss. Students**