Rationale

Here is the rationale behind my approach and choice of resource/activity.

Choice of theme - social media
This is an important part of modern communication, so clearly links to the topic requested. It is also likely to engage learners of this age, hopefully resulting in more meaningful output in discussions and writing.

Multiple skills and systems focus
My general approach is to aim for one topic to include practice of multiple skills, rather than skills/systems development feeling isolated (e.g. this is a reading lesson, this is a grammar lesson, etc). Across these two lessons, learners practice speaking, reading, and writing, while reviewing (and potentially developing) vocabulary and grammar. It is harder to find listening texts with a direct link to certain themes, but I do know of one in Global English (Unit: Technology. 5.3. Digital Media and you), which I would use as a follow up. I would likely source some listening related to this topic for self-study given more time.

Vocabulary bank
Introducing learners to words in isolated lists like this isn't necessarily best practice. However, I take this approach with IGCSE ESL topics for two reasons:
1. It is hard to assess learners' prior knowledge, given they often come from a range of backgrounds, have studied from different curricula, may have a jagged profile re: passive and active vocabulary. Giving them a list of topic-related vocabulary to review and self-report prior knowledge makes it easier to establish where gaps might be.
2. Students often have a tutor outside school, so a word list like this is a good springboard for tutors and keeps the top-up learning relevant
3. The word list is a good reference tool for production activities and learners can take risks in using new language
4. It's empowering for learners to teach each other items they know from the list, and confidence boosting for many to realise that they already know quite a bit on certain topics
5. It primes learners for the language they will encounter in reading texts, speaking tasks, etc related to this topic.

The Wordwall activities accompanying the list provide instant context (e.g. the questions to discuss), which can bring the language to life. These can be revisited regularly.

Leading with oracy
Both lessons include a Do Now task that leads with oracy. This is purposeful, to set the tone for a communicative classroom and develop speaking fluency little and often.

Explicitly teaching reading strategies
The reading text is an IGCSE ESL-style task (multiple matching). The text and the questions have been graded in level slightly to make them more accessible. This is partly to boost learner confidence at this stage, partly to ensure that the text is rich in ideas for the learners when they move on to a productive task, and partly to ensure the context for embedding topic-specific vocabulary is clear.

The focus is on developing reading strategies to use in the exam. A fair amount of time is given to these steps, and the goal in later lessons would be for learners to start applying these strategies or processes automatically. These strategies will be revisited the next time learners encounter a multiple-matching text possibly with a slightly more challenging text.

Optional follow-ups
The follow-up writing task provides part practice of an IG exam task (essay writing). I have provided further practice, such as an email task, which learners can do for any and every topic they encounter! The thing that is missing for me is a more real-world task. In my current context, the focus is very much on teaching to the exam. However, I would usually give time for freer writing/speaking away from the exam context - it's liberating, fun, and encourages risk-taking with new language.

Optional explicit grammar focus
I would include these optional grammar focus at the teacher's discretion. If they feel that their learners already have a good command of relative clauses and use them in their writing, this focus can be skipped. However, if not, a practice task has been provided with examples that directly relate to the topic (social media, communication) and again use vocabulary from the vocab bank.

Links to prior learning
I've tried to give a feel here of how this is not an isolated lesson - it provides options for spiralled curriculum. We'll have previously studied how to write essays (in the context of education), so this resource is referred to and learners are reminded about examples of linking language that were introduced. The grammar snack is also a point that would have been taught previously, so this is reviewed and linked to the current context.

Use of AI to support with designing resources
The text and the grammar focus are AI-generated. Given more time, I would make some amendments to the text as the paraphrasing could be tighter and distractors clearer. The relative clause activities are okay although the latter part is open and there are multiple ways the transformations could be constructed. Overall, they do an okay job for the purposes of this sample, but as a materials writer, I would prefer to tighten them for a second iteration of the resource.

What else would I amend?
Well, the powerpoint is very functional, but not the most eye-catching! Perhaps more images - but only if they are adding something! I'd potentially add some translation to the slides to support learners but it depends. Also, assuming this would be for other teachers to pick up and run with, I feel like it's very step-by-step - I might strip it back a bit if I were using it myself.

Stage / (Purpose)	Procedure	Timing	Anticipated probs/solutions

Lesson 1			
Do Now (Oracy starter and orientation to topic) Slide 1	Do Now displayed for students on entry. They make notes on their mini-whiteboard and discuss	5 mins	Learners understanding the task independently. Visuals added for clarity
Vocabulary pre-test (prime learners for upcoming topic vocab, activate prior knowledge) Slides 2-6	Learners rate their prior understanding of topic related vocab (in isolation). The vocab list acts as a reference doc for upcoming productive activities. After self-assessment, learners compare with a partner, teach each other terms where relevant, and research some new terms on devices independently (encourage translation). Wordwall activities for meaning match and quick chats using the vocab in context. Reminder to use Wordwall activities and reference doc independently to help with learning.	20 mins	Device misuse - strict timings on use for meaning check. Only one device needed per pair for the Wordwall activities. Monitor carefully to give input on new language as needed
Reading practice (Apply a range of reading skills and exam strategies based around a graded exam-style text; feed in ideas for follow-up writing) Slides 7-16	1. Students predict content in text on pros and cons of social media 2. Ss skim-read the text for general understanding and share a personal response 3. Ss scan the text for their own ideas from Step 1 4. Ss map the text by noting down the main ideas or context in each paragraph. This is to help them quickly identify where possible answers might be 5. Students underline keywords in questions (they will have already been taught these technique btw) 6. Students think aloud about where they might look in the text for certain answers (referring to their mapping in Step 4)	25 mins	Learners rushing to answer the questions! Reiterate the importance of building strategies. This is not just a test of right or wrong and then we move on. We can apply strategies that can help us feel more confident that we are right.

	7. Students answer the Qs, and annotate their text careful to show where they found their answers 8. Answer check - Teacher to live model highlighting/numbering relevant parts of the text as they talk through answers 9. (optional) talk through some of the specific paraphrasing - there may be new words for learners. Use Slide 16 to help if needed		

Consolidation
 	
(Time for learners to reflect on the process undertaken)
	Run through the reading strategy slides. Instruct learners to write down the steps undertaken:
	  1) Preview the text/predict
	  2) Skim read for general understanding
	  3) Map the text
	  4) Keywords in questions
	  5) Answer, highlighting and annotating text
	  6) Check answers
	
	(remind learners that some steps (e.g. previewing/predicting) are more of an internal process during the exam.
	Remind learners that this practice text was slightly easier than the exam content - we need to get our skills and strategies in place before exam-style practice in later lessons
		10 minutes	Learners not actively recording their steps for approaching this task again. Add reminder to organiser doc for review.

Lesson 2			
Do Now (Oracy starter, remind learners of the topic) Slide 17	Learners discuss statements related to the reading text from the previous lesson. Process language is provided. Brief class feedback/discussion	5 mins	Short answers, just 'I agree'. Remind learners to extend ideas: Answer - Add - Ask
Planning for writing (organising ideas for essay writing	Learners list pros and cons of social media. They are encouraged to review the text for ideas	10 mins	Learners may struggle with ideas, even when they have the text for support. Plan a

follow-up) Slide 18-19	They are then prompted to give clear examples to support their ideas.		walkaround after some planning, where they can magpie ideas from others
Writing two paragraphs (To shape ideas into an exam-style writing response) Slide 20	Learners write two paragraphs in IGCSE ESL essay style (the body paragraphs) 1. The pros of social media 2. The cons of social media A writing frame is provided, which learners can also adapt if needed. Remind learners of previous essay writing tasks (see reference doc). This includes a table for useful linking language, which they should use in their paragraphs.	15 minutes	Fast finishers. If learners require more challenge, they can create the intro and concluding paragraphs of a mock-ICGSE ESL essay also. Learners needing support - refer to notes, reading text, vocab bank, linking language prompt from previous lessons
Peer correction Slide 22	This is not a full essay practice so there is not a detailed success criteria. Students will mostly be concerned with whether their partner has included multiple ideas in their paragraphs, supported these with examples, and used linking languages. Learners can colour code this as per normal correction technique. Provide WWW/EBI Teacher to monitor, pick out good examples to share.	10 mins	Learners may need peer correction modelled, especially for what constitutes 'topic-specific vocabulary'.
Possible slack	Options for slack include: - Having all learners complete intro and concluding paragraphs - Using the grammar snack resource to review relative clauses, then learners try to add examples of RC into their essays - Preparation task for upcoming lessons (see slide 26) - Revisit vocab bank and	Flexible	

	discussion questions		
Reflection	Slide 23 - discuss next steps		
Homework	Scheduled to be grammar snack, but if this is used as a lesson resource then use the email on Slide 25 for HW. This is a chance to practice/use lots of words from the vocab bank.		