***Date:****……….. ….* ***2021/ Class:****10/……* ***/ Period :****….……****/ Unit 11 :Lesson :*** *(****One****)*

**By the end of the lesson , learners should be able to or expected to:**

**\*\***  read different types of messages \*\* read a Fact file

**\*\***listen to a radio programmer**\*\*** discuss messages

\*\*\*describe a message in a bottle story**\*\***understand different types of messages

**New vocabulary**: asap(exp.) colleagues (n.) current (n.) impromptu (adj.) rearrange(v.) starvation (n.) unreliable (adj.) urgent (adj.) well sealed (adj.

**Anticipated problems and suggested solutions**: \*\* Some students are shy to speak freely online. Encouraging and motivating them to talk freely

**Materials:-Student’s book page (84)** **laptop-mobiles- I-pads**.

**Procedures:Warming up**:-\*\* . Introducing the new topic **{ messages}.** What comes into your mind when you hear or see the word " **message"**

\*Asking the students to look at the four messages. **What kind of messages are they?**

\*\*\*Introducing the active vocab.**"** Examples, definitions, synonyms, antonyms and use as many words in meaningful sentences of their own as they can.

\*\*Asking the students to work out what the first message says (Thanks for texting )

\*\*\* Telling students they will learn more about texting in English later in the unit.

\*\*Asking students to compare ideas, then discuss each question with the class.

**\*\*** Asking the students if they ever write messages like these, and if so how often. Who do they write messages to, and who sends them messages? What other ways do they use to send messages? Has anyone in the class ever sent or found a message in a bottle?

**\*\***Asking the students if they ever listen to radio programmes. What kind of programs do they enjoy?. Ask the students to discuss the answers to the questions,

Wrap up: Asking students :Name some ways for sending messages nowadays. In the past people used strange ways for sending messages such as….

Evaluation :………………………………………………………………………,..,…