


Lesson Plan Module 8 Week 1

Components	E-Reading Scholar (ERS)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Eloquent Speaker (ES)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 minutes	Multimedia	
IVB Activity	i. Students to independently go through the list of words	15 minutes	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	IVB			
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia (Slides 3-4)	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students identify the	10 mins	Multimedia (Slides 6-19)	*Maximize verbal interaction and ensure

	number of syllables in given words. iii. Click on the words to check for answer. iv. Students choose the correct letters to fill in the blanks of the words			students get equal chance to do the activity.
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	5 mins	Multimedia (Slides 21-26)	*Activity can be conducted individually or in a group.
Component 3	ES			
Click and Listen	i. Introduce topic: Invite students to go to the Q-dees Park. ii. Asks the students about what the characters are doing. iii. Click on each character to find out about their hobbies.	10 minutes	Multimedia (Slides 3-5)	*Maximize verbal interaction by asking the students about their hobbies.
Conversations	i. Ask the students to role-play the conversation. ii. Assign students to be in pairs and have them practice the conversation by fill in the blanks of the conversation. iii. Ask the students to role-play their conversation and correct if there are any pronunciation error.	10 minutes	Multimedia (Slides 7-8)	*Assist the students in finding the verbs to describe their hobby.
Poem Recitation	i. Recite the poem along with the students. ii. Teach students to read the poem loudly and dramatically. iii. Ask students to read the poem loudly and dramatically.	10 minutes	Multimedia (Slide 10)	
e-Revision				
E-revision (compulsory)	ERS – Worksheet 8.1.1 IVB – Worksheet 8.1.1			

E-revision (optional)	
Reminder for next class	

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**


Lesson Plan Module 8 Week 2

Components	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	SOG			
Teaching	1. Play multimedia on simple past tense	25 mins	Multimedia	
	2. Students identify the past tense verbs in the sentence.			Regular verbs are used at this point, so you can guide the students by telling them to look for words ending in-ed. But if you do this,

				<i>follow up by asking students what is the base verb.</i>
	3. Play multimedia on spelling rules for regular verbs: - add -ed - add d - add -ied - double consonant and add -ed 4. Get students to spell out the past tense form of the verbs 5. Play multimedia on irregular verbs. 6. Students pick out the irregular verbs on the screen. 7. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students complete the sentences by filling in the verbs in simple past	10 mins	Activity 1	*Verbs given are a mixture of regular and irregular verbs
Activity 2	1. Explain the task: Game. Set. Match. 2. Students match the base verbs with the simple past verbs. 3. Click on the next slide to reveal all the pair verbs in base and simple past forms.	15 mins	Activity 2	*Verbs are all irregular verbs. Guide the students if they get stuck on the verbs.
e-Revision				
E-revision (compulsory)	ERS – Worksheet 8.2.1 SOG – Worksheets 8.1.1, 8.1.2, 8.1.3 & 8.1.4			
E-revision (optional)	SOG Worksheets 8.1.5			
Reminder for next class	SOG Note for lesson 1 is given to students.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 8 Week 3

Components	E-Reading Scholar (ERS)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 minutes	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer
Component 2	WRC			
Teaching	To understand the components of narrative texts. To write sentences in the chronological order.	20 mins	Multimedia	Encourage all students to take part.

i. Play the multimedia. Teacher explains the sequence of a narrative text (Beginning, Middle & End) and what to write about in each part (Beginning – time, place & characters; Middle – problem; End – solution). Proceed with examples of the sentences (Page 3).

ii. For the first exercise, study the pictures first. Next, students to number the sentences according to the picture sequence (read the sentence, then find out which picture it depicts. Click on the boxes for answers. Students to answer verbally). Then, students annotate / answer verbally which numbers go to the Beginning, Middle and End columns. Click on the boxes for answers. (Page 4 is an example). Only for Question 3, ask the students to write on a paper the Beginning, Middle and End sentences.

iii. Teacher briefly explains the use of transition words to

	<p>relate sentences (use 'then' and 'after that').</p> <p>iv. For the next exercise, the method is similar as the previous one (number the sentences and place in the right columns) but this time, add 'then' and 'after that' in the sentences (Page 9 is an example). Only for Question 3, ask the students to write on a paper the Beginning, Middle and End sentences. Click on the boxes for answers.</p>			
Reinforcement Activity 1	<p>i. The pictures are not in order. Students to annotate which pictures to move to the Beginning, Middle and End columns (hint: refer to the words given. They are already in order). Page 1 is an example for teacher to show them how to do it.</p> <p>ii. Then, ask the students to draw two vertical lines on a paper and label Beginning, Middle and End on top of the columns.</p> <p>iii. Based on the pictures shown, ask</p>	20 mins	Activity 1	

	<p>them to write complete sentences using the words given on the paper (do not use transition words yet). Click on the boxes for answers (students' sentences may vary). **Question 1-2 are compulsory</p> <p>iv. Discussion of answers.</p>			
Reinforcement Activity 2	<p>i. The same method as Activity 1, except transition words ('then' & 'after that') must be included in the sentences (Page 1 is an example). **Question 1-2 are compulsory</p> <p>ii. Discussion of answers.</p>	20 mins	Activity 2	
e-Revision				
E-revision (compulsory)	ERS – Worksheet 8.3.1 WRC – Worksheet 8.1.1 & 8.1.2			
E-revision (optional)				
Reminder for next class				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 8 Week 4

Components	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Intelligent Vocabulary Builder (IVB)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
IVB Activity	i. Students to independently go through the list of words	15 minutes	Multimedia	
Classroom				
Component 1	IVB			
Activities	Procedures	Duration	Material Resources	Note
Listen & Click	i. Click on a number and listen to the words li. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia (Slides 3-5)	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. Students choose the correct letters to fill in the blanks of the	10 mins	Multimedia (Slides 7-23)	*Maximize verbal interaction and ensure students get equal chance to do the activity.

	words			
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	10 mins	Multimedia (Slides 25-32)	*Activity can be conducted individually or in a group.
Idioms of the Day	i. Click on the 🔊 button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia (Slides 34-45)	*Maximize verbal interaction with the students by relating the idiom with their experiences.
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word iii. Discussion of answers.	10 minutes	Revision (Slides 2-16)	
Read and Tick	i. Choose the correct sentence with the correct word.	10 minutes	Revision (Slides 16-20)	
Read and Choose	i. Choose the correct word to be used in the sentences given.	10 minutes	Revision (Slides 21-23)	
Component 2	WRC			

Teaching	<p>To apply transition words in sentences.</p> <p>i. Play the multimedia. Teacher explains the use of transition words and introduces the six transition words to be used in order (teacher mentions that 'then', 'after that' and 'next' can be used interchangeably (i.e. 'then...', 'after that...', 'next...' or 'after that..., then..., next...')). Ask the students which one comes first to facilitate their memorization of the order.</p> <p>ii. For Page 2, teacher reads all of the sentences on the left side first, then clicks on the 'Click' button once (one sentence will come out with each click on the right side) and reads the new sentence, emphasizing on the transition word. Repeat click and read until the last sentence. Tell the students that the use of transition words is to show sequence.</p> <p>ii. Teacher guides students to complete the 3 exercises**:</p>	30 minutes	Multimedia	Encourage all students to respond.
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	<p>A. On a paper, students to rewrite the sentences shown by adding transition words (for Question 1, 2 & 3, there is an 'Other options' button for the interchangeable 'Then', 'After that' and 'Next').</p> <p>B. Students to write complete sentences with transition words based on the pictures and words given.</p> <p>C. **optional. Students to answer verbally the correct numbering of the pictures. Then, write full sentences about them in the correct order using transition words.</p> <p>iii. Discussion of answers.</p>			
e-Revision				
E-revision (compulsory)	IVB – Worksheet 8.2.1 IVB – Worksheet 8.2.2 WRC – Worksheet 8.2.1 & 8.2.2			
E-revision (optional)				
Reminder for next class				

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**


Lesson Plan Module 8 Week 5

Components	School of Grammar (SOG)	30 Mins			
	School of Grammar (SOG)	30 Mins			
	School of Grammar (SOG)	30 Mins			
Instructional Strategies					
e-Prep					
Activities	Procedures	Duration	Material Resources	Note	
SOG	i. Students independently go through the video and activity on regular and irregular verbs in simple past tense	15 mins			
Classroom					
Component 1	SOG				
Activities	Procedures	Duration	Material Resources	Note	
Teaching	1. Play multimedia. 2. Students to choose was/were in the sentence. Then, students change the sentences to questions and negative statements using verb to-be in simple past tense. ** 3. Play multimedia. 4. Students to choose the past tense form of the given verb. Then, students change the sentences to questions and answer using verb to-do in simple past tense. ** 5. Review the lesson before proceeding to activity.	30 mins	Multimedia	*Students answer verbally.	
Activity 1	1. Students to fill in the blanks with the simple past form of given verbs.	15 mins	Activity 1	*Activity can be conducted individually or in a group. * Verbs given are a mixture of regular and irregular verbs.	
Activity 2	1. Students play Penalty Kicks . 2. Students select answers for questions about simple past tense for verb to-do . **	25 mins	Activity 2		

e-Revision	
E-revision (compulsory)	SOG – Worksheets 8.2.1, 8.2.2, 8.2.3 & 8.2.4
E-revision (optional)	SOG – Worksheet 8.2.5
Reminder for next class	SOG Notes for lesson 2 is given to students.

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 8 Week 6


Components	E-Reading Scholar (ERS)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
	Write Right Composer (WRC)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 minutes	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*Ensure all students get opportunity to answer
Component 2	WRC			
Teaching	To write short paragraphs i. Play the multimedia. Briefly explain about a paragraph (a collection of related sentences to form a story; it follows the sequence of Beginning, Middle and End). ii. Show an example of a short paragraph (Page 2). Briefly highlight on the small space at the beginning of the paragraph. Read	20 mins	Multimedia	Encourage all students to respond. Some paragraphs should be written in past tense. Notify the students by looking at the verb form

	<p>the sentences. Then, click on 'Paragraph' to see the sentences form into a paragraph.</p> <p>iii. For the next exercise (starting on Page 3), students to first study the pictures, then read and number the sentences (answer verbally) to match the pictures correctly (like the example shown). Click on the small boxes for the numbering answers. Then, ask the students to write the sentences following the number order into a paragraph. Click 'Check' for answers. **Question 1 & 2 are compulsory</p> <p>iv. Discussion of answers.</p>			in the words given.
Reinforcement Activity 1	<p>i. The pictures are not in order. Students to annotate / answer verbally for teacher to move the pictures to the right column. Then, ask the students to write complete sentences based on the pictures and words given in a paragraph (do not use transition words in the sentences). Page 1 & 2 are examples for teacher to show them how to do it. Students' sentences may vary. **Question 1 & 2 are compulsory</p> <p>ii. Discussion of answers.</p>	20 mins	Activity 1	
Reinforcement Activity 2	<p>i. The same method as Activity 1, except transition words must be included in the sentences (Page 1 & 2 are examples for teacher to show them how to do it. Students' sentences may vary). **Question 1 & 2 are compulsory</p> <p>ii. Discussion of answers.</p>	20 mins	Activity 2	
e-Revision				

E-revision (compulsory)	ERS – Worksheet 8.4.1 WRC – Worksheet 8.3.1 & 8.3.2
E-revision (optional)	
Reminder for next class	

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 8 Week 7

Components	E-Reading Scholar (ERS)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 minutes	Multimedia	
SOG	i. Students to independently watch the video and complete the activity.	15 minutes	Multimedia	
Classroom				
Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon  to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*Ensure all students get opportunity to answer
Component 2	SOG			
Teaching	1. Play multimedia on verb to-do 2. Part A: Students drag and drop the subjects into do/does. 3. Part B: Students choose the verbs. Then, students change the statements into question and negative statements. Use the example as guidance for the rest of the questions.	30 mins	Multimedia	*Students answer verbally. Encourage all students to reply.

Reinforcement Activity 1	1. Play multimedia. 2. Click on any of the coins, then answer the questions. Click on the (x) in the corner to select another coin. Answer as many questions as time permits.	30 mins	Activity 1	Questions are a mixture of statements. Students will be asked on prepositions, and positive, question and negative statements of verb to-do.
e-Revision				
E-revision (compulsory)	ERS – Worksheet 8.5.1 SOG – Worksheet 8.3.1, 8.3.2, 8.3.3 & 8.3.4			
E-revision (optional)	SOG – Worksheet 8.3.5			
Reminder for next class				

Lesson Plan Module 8 Week 8

Components	Intelligent Vocabulary Builder (IVB)	30 Mins			
	Intelligent Vocabulary Builder (IVB)	30 Mins			
	Eloquent Speaker (ES)	30 Mins			
Instructional Strategies					
e-Prep					
Activities	Procedures	Duration	Material Resources	Note	
IVB Activity	i. Students to independently go through the list of words	15 minutes	Multimedia		
Classroom					
Component 1	IVB				
Activities	Procedures	Duration	Material Resources	Note	
Listen & Click	i. Click on a number to listen to the word. ii. Pronounce each word being clicked. iii. Teacher corrects students' pronunciation if there are any error.	7 mins	Multimedia (Slides 3-5)		
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia (Slides 7-23)	*Maximize verbal interaction and ensure students get equal chance to do the activity.	
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	10 mins	Multimedia (Slides 27-34)	*Activity can be conducted individually or in a group.	

Idioms of the Day	i. Click on the 🗣️ button to listen to the idiom. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idiom. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia (Slides 33-44)	*Maximize verbal interaction with the students by relating the idiom with their experiences.
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word iii. Discussion of answers.	10 minutes	Revision (Slides 2-13)	
Drag and Drop	i. Drag and drop the idiom to its meaning. ii. Discussion of answers	5 minutes	Revision (Slide 4)	
Read and Tick	i. Choose the correct sentence with the correct word.	5 minutes	Revision (Slide 15-17)	
Read and Choose	i. Choose the correct word to be used in the sentences given.	5 minutes	Revision (Slide 18-23)	
Component 2	ES			
Poem Recitation	i. Asks students to read the poem as dramatic as they can. ii. Teacher corrects students' pronunciation.	5 minutes	Multimedia (Slides 3)	
Creating Hobby Poem	i. Students look at the pictures as a guidance to fill in the blanks of the hobby poem. ii. Students create their own hobby poem and recite it to the teacher.	25 minutes	Multimedia (Slides 5 & 7)	*Maximize verbal interaction and ensure students get equal chance to do the activity.
e-Revision				

E-revision (compulsory)	IVB – Worksheet 8.3.1
E-revision (optional)	
Reminder for next class	

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 8 Week 9

Components	School of Grammar (SOG)	30 Mins			
	School of Grammar (SOG)	30 Mins			
	School of Grammar (SOG)	30 Mins			
Instructional Strategies					
e-Prep					
Activities	Procedures	Duration	Material Resources	Note	
SOG	1. Students independently go through video and activity.	15 mins			
Classroom					
Component 1	SOG				
Activities	Procedures	Duration	Material Resources	Note	
Activity 1	1. Play multimedia on simple present tense. 2. Part A and B : Students read the sentence and give the simple present forms of the verbs used. ** 3. Explain the task: Bubbly’s Day at the Beach . Students will drag and drop the words into the blank space. Questions are on prepositions of time and simple present verbs. 4. Play multimedia on prepositions of time. 5. Use the example as a guidance. If students are stuck, tell them to read the sentence carefully to determine if a verb or preposition should be used.	30 mins	Activity 1	Students answer verbally.	
Activity 2	1. Play multimedia on present continuous tense. 2. Explain the task: Mr. Michael’s Mess . Students look for different sports equipment in the picture. Questions on present continuous tense will appear when clicked on.	30 mins	Activity 2		

	<p>3. Part A: Students to change the statements into questions using present continuous tense.</p> <p>4. Part B: Explain the task using example as guidance. Get students to select the answer first before trying to change the statements into questions. **</p>			
Activity 3	<p>1. Review simple present, present continuous, and simple past tense. To check for understanding, you can ask: a) example of verb in simple present, present continuous and simple past tense.</p> <p>2. Click on the next slide and explain the task using example as guidance. Students will need to decide whether to use simple present, present continuous, or simple past tense in the question. You may guide the students by pointing out the phrases in the sentence. **</p>	30 mins	Activity 3	
e-Revision				
E-revision (compulsory)	SOG – Worksheets 8.4.1, 8.4.2, 8.4.3 & 8.4.4			
E-revision (optional)	SOG – Worksheet 8.4.5			
Reminder for next class	SOG Note lesson 4 is given to students.			

**** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 8 Week 10

Components	Write Right Composer (WRC)	35 Mins		
	Write Right Composer (WRC)	35 Mins		
	ECLA	20 Mins		
Instructional Strategies				
e-Prep				
Activities	Procedures	Duration	Material Resources	Note
Classroom				
Component 1	WRC			
Activities	Procedures	Duration	Material Resources	Note
Teaching	<p>To complete stories in paragraph writing.</p> <p>i. Play the multimedia. Briefly recap paragraph writing.</p> <p>ii. Students to write complete paragraphs (6 sentences per paragraph). For Part A(i), the pictures and words are given as a guide for students to write, except for the Beginning part. Words are not given; therefore, students have to come up with their own sentences based on the pictures. The same goes for A(ii), except both the pictures and words are not provided for the Beginning.</p>	70 mins	Multimedia	<p>Encourage all students to respond.</p> <p>Remind students to use suitable transition words in their sentences.</p> <p>Some paragraphs should be written in past tense. Notify the students by looking at the verb form in the words given.</p>

	<p>Students to come up with their own Beginning based on the Middle and End given and write a full paragraph of the story.</p> <p>iii. The same goes for Part B (i) and Part B (ii) (missing Middle) and Part C (i) and Part C (ii) (missing End).</p> <p>**All Question 1's for each Part is compulsory. There are 6 Parts.</p>			
Component 2	ECLA			
Brainstorming	i. Ask the students to study the pictures and what they understand from them.	5 mins		
Writing	<p>i. Tell the students to write two sentences for every picture.</p> <p>ii. Remind students to write the sentences in a paragraph form and use suitable transition words in their sentences.</p>	10 mins		
Sharing	i. Students to share their stories by reading aloud what they have written.	5 mins		
e-Revision				
E-revision (compulsory)	WRC – Worksheet 8.4.1 & 8.4.2			

E-revision (optional)	
Reminder for next class	

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