

LESSON PLAN

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SCHOOL: Școala Gimnazială „Gheorghe Lazăr” Zalău

DATE: 28th January

GRADE: VIII A

NUMBER OF STUDENTS: 27

LEVEL: pre-intermediate

LESSON: What a story!

TYPE OF LESSON: acquisition of new knowledge

TIMING: 50 min

SKILLS: Speaking, Reading, Writing

DIDACTIC STRATEGIES:

METHODS AND PROCEDURES: question patterns, elicitation, explanation, scanning/skimming, conversation, discussion

ORGANISATION: whole class, individual work, pair work, group work

MATERIALS AND EQUIPMENT: laptop, interactive board, PPT, video, board, handouts, story worksheet

CLASSROOM MANAGEMENT: the classroom must be comfortable and bright; the chairs must be adapted for the activities;

teacher's attitude: moves around the class, keeps eye contact, focuses attention to whom is speaking, encourages and makes positive remarks, varies the tone of the voice, doesn't interrupt students rudely for correcting mistakes, smiles, encourages.

EVALUATION: continue: through analysis of answers, activities, observation, stimulation, error correction;

final: through feedback and the writing assignment

OBJECTIVES:

By the end of the lesson students will be better able

- to recognise the structure of a story and to identify the key elements of a story
- to read for gist and specific information
- to write a paragraph from a story about a frightening experience

ANTICIPATED PROBLEMS: some students might need further help and extra indications in solving the tasks; some students might have some pronunciation difficulties when reading; students might not understand some vocabulary words from the story

SOLUTIONS: T explains whenever the case so that every student understands the tasks;

STAGES:

The teacher greets the students, talks with them and gets ready for the class.

ACTIVITY 1: Lead-in

AIM: to warm the SS up, to motivate them for the lesson
to spark curiosity and imagination

PROCEDURE: T shows Ss three pictures. The first picture- a rusty, old key, the second one - an old box and the third one an abandoned house. T tells Ss to think and answer three questions:

What is it?

Who might have owned it?

What's its story?

T divides the class into 3 groups and assigns a photo for each group. Ss have to think and write down their ideas for the picture assigned. T tells Ss that they have 2 minutes to solve the task and when they finish T asks a few students to read their notes.

INTERACTION: whole class

TIMING: 5 min

TEACHING TECHNIQUE – elicitation, conversation, pictures

ACTIVITY 2: Presentation

AIMS: to present the structure and the key elements of a story

PROCEDURE: T tells Ss that they are going to talk today about stories and asks Ss to write the date and the title of the lesson 'What a story' in their notebooks. Then T tells Ss that they will watch a video about the key elements of a story and writes on the board Key elements of a story. T tells Ss that they will watch a video about the key elements of a story and then they will write down the key points from the video. T starts the video and Ss watch. T pauses the video at the end when Ss can see all the elements and asks Ss to write the first key element (PLOT) and what that means. T continues until all 5 elements are discussed and written in the student's notebooks. In the end T recalls each element. T asks Ss what they think about the structure of a story. How does it have to be structured? T elicits the three main parts of a story Introduction, Main Body and Conclusion. T opens a PPT and asks Ss to write in their notebooks The structure of a story and copy the information from the slides. T then asks a student to read the information about tips for writing stories from the slide and discusses each tip with the whole class.

INTERACTION: whole class, individual work

TIMING: 15 min

TEACHING TECHNIQUE - video, PPT, conversation

ACTIVITY 3: Practice

AIM: to identify the elements of a story about a frightening experience
to practice reading for gist and for specific information

PROCEDURE: T tells Ss that they are going to read a story about a frightening experience and they will have to identify the key elements of the story. But first they have to answer the questions from the board. T asks Ss 4 questions to pre-teach vocabulary. Ss answer orally and then T gives each student a story entitled 'A narrow escape'. T tells Ss that the story is about a man named Ted and shows Ss some pictures of Ted and asks Ss 'How does Ted feel in the first picture? Excited or sad? Then she does the same with 3 more pictures. Ss look at the pictures and answer. T tells Ss that they have to read the story and put the paragraphs in order to discover what's happening in the story. Ss will work in pairs to solve the assignment. When they finish T checks the answers and T designates 5 students to read the story in the correct order of the paragraphs. T asks Ss which paragraph represents the introduction? What about the main body and the ending? Then T asks Ss about the elements of the story. Does the story have characters? A plot? A place? A conflict? A theme? After Ss discuss the elements of the story, T discusses the meaning of the words in bold from the story. Then T asks Ss to work in pairs and solve exercise 2 - to put the events in the order they happened in the story, and exercise three - decide if the statements are true or false. Ss solve the exercises and then T checks with the whole class. T then asks if someone can retell the story and listens to the story, offering help if needed.

INTERACTION: individual work, whole class, pairwork

TIMING: 20 min

TEACHING TECHNIQUE – skimming/scanning, true/false exercise, conversation, discussion

ACTIVITY 4: Production

AIM: to practice writing a paragraph from a story

PROCEDURE: T tells Ss that now it is their turn to write a story together which is called 'Trapped in the snow'. T divides the class into groups of four and gives each group some notes. Each group has to write one paragraph from the story using the notes. Therefore group 1 will write the introduction, group 2 the second paragraph, group 3 the third paragraph, group 4 the fourth paragraph and group 5 the conclusion. Group 6 will write the introduction and group 7 the conclusion. When Ss finish writing, a member of each group will read the paragraph written by the group.

INTERACTION: group work, whole class

TIMING: 15 min

TEACHING TECHNIQUE: writing a paragraph using given notes

FEEDBACK: T praises all the Ss for their participation during the lesson and for their work.