# Lesson Plan

| Lesson Type: | Reading Lesson | Lesson Aims: | - Enable students to skim for gist, scan for detail and read intensively for more thorough understanding. |
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| Level of Class: | B1 (Early int) | Lesson Objectives: | - Students will answer questions that require gist reading, scanning and intensive reading.<br>- Students will practise speaking in the final stage. |
| Length of Lesson: | 50 mins | Materials | - Handouts<br>- PowerPoint picture of headline and pictures for stage 1. |
| Number of Students: | 16 | | |

| Stage | Aim | Timing | Inter-action | Teacher Activity | Student Activity |
|---|---|---|---|---|---|
| 1. Warmer | Introduce topic and get students to predict some of the content and vocabulary of the newspaper article. | 1 2 | T-C grps | ✓ Greet students. Tell them to sit in groups of 4.<br>✓ Tell students we're going to read a newspaper article. Project headline and pictures from newspaper article onto screen.<br>✓ Give instructions for grp work. | ✓ Students sit down and listen to intro. |
| | | 3 | T-C grps | 1. What is the newspaper article going to be about?<br>2. What is the man's job? How many things in the second picture can you name?<br>✓ Monitor as they work. | ✓ Working in groups of four (tables), students have 3 mins to discuss the two questions. |
| | | 1 3 | T-C/St-C | ✓ Feedback on Q1.<br>✓ Q2: Elicit, drill and check meaning of:<br>  - National Lottery (noun)<br>  - a street sweeper (noun)<br>  - a broom (noun)<br>  - a tunic (noun) | ✓ Students give answers.<br>✓ Students give vocabulary items if they know them. Repeat new words and phrases.<br>✓ Note down new items in their vocab books. |

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| 2. Introduce and practise further vocabulary | To familiarise students with vocabulary they will see in text. | 4 | T-C/ st-C | ✓ Use pictures and context to elicit: ***brand-new Mercedes-Benz hybrid car, luxury holiday*** <br> ✓ Use context to elicit/introduce: <br> to resign (reg. verb) <br> to hang up your...(irreg. phrasal verb: hang-hung-hung) <br> a treat (noun) <br> ✓ Drill items as they are introduced. | ✓ Students suggest words/phrases. Students listen and repeat. Note down words in vocab books |
| | To practise/consolidate new items. | 1 4 1 | T-C pairs T-C | ✓ Hand out vocab matching activity and give instructions. (4 mins time limit) <br> ✓ Monitor. (Feedback on any problems if necessary.) | ✓ Students work in pairs on vocab matching. |
| 3. 1st Reading | To read text quickly to get a general understanding. | 2 | T-C | ✓ Put Qs on board: <br> Were your ideas correct - is the story about a street sweeper who won the lottery? <br> Which people is Javed planning to buy things for? <br> ✓ Check students understand Qs. Set a time limit of 2 minutes. | ✓ Listen to instructions. |
| | | 2 | Individ. | ✓ Students read to find answers (while students are reading, put questions for stage 4 on board). | ✓ Individual reading. |
| | | 2 | T-C/ st-C | ✓ Feedback | ✓ Students give their answers |

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| 4. 2nd Reading | To read intensively to get a more detailed understanding of the whole text. | 1 | T-C | ✓ Instructions for 2nd reading. Look at board.<br><br>1. What did Javed do only a short time after he learnt about his win?<br>2. What is Javed going to do with the money he has won?<br>3. What do we learn about Javed's family?<br>4. What other personal information do we know about Javed?<br>5. What do you know about the UK lottery from reading the article?<br>6. How did Rachel and Javed react when he realised he had won the lottery?<br><br>✓ Make sure they understand questions | ✓ Students read questions. |
| | | 5 | Individ | ✓ Monitor and help while students read. | ✓ Students read to find answers. |
| | | 2 | pairs | | ✓ Discuss answers with partner. |
| | | 1 | T-C st-C | ✓ Feedback - get answers. Help with any problems | ✓ Individuals offer their answers. |

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| 5. Follow-up speaking activity | To consolidate understanding of ideas in text. Speaking practice | 1 | T-C | Instructions: Work in groups of 4 to do task on board: Your group has won £1 million on the lottery! What will you do? Discuss with your partners and then tell the class what you are going to do with your money. | |
| | | 8 | Groups | ✓ Monitor (and help if necessary). Note errors, but do not correct while students are talking. | ✓ Discuss what to do with the money. Appoint one student to report to class. |
| | | 3 | St-C/ Whole class | ✓ Encourage students to comment on others' decisions – whole-class discussion. | ✓ One student from each group reports on their decisions. |
| | | 2 | T-C | ✓ Correction spot. Praise what students did well. Elicit corrections for 2 or 3 common errors. Set homework. | |