Lesson Plan

**** Basic **** Intermediate ****  Advanced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Business/Materials** | **Lesson Objectives** | | | | |
| 1. Downloading material——The novel "The Gift of the Magi".  2. Photos about character, important gifts which putting forward in the article.  3. Paper exercise about the article. | 1. Read the text well and break down the article levels.  2. Develop skills in identifying main ideas and understanding vocabulary in context.  3. Discuss the deep meaning about the article and share own opinions.  4. Write a short passage about the theme——What gifts will you choose for celebrating Christmas to your friends and the reason? | | | | |
| **Warm-up and Objective Discussion** | | | | | |
| 1. Warm-up: (discussion) Discuss the article in groups about the two main characters' behavior——Jim and Della. What do you think about their choice?  2. Warm-up: (oral practice) Those two main characters are the symbol of the people at that time. What kind of emotion do you think the author wants to express through these two roles? | | | | | |
| **Instruct and Model** | | **** R | **** W | **** L | **** S |
| 1. Read through the full article again, focusing on finding the details they chose in the article, concatenating these details and writing the general framework of the article.  2. Select a dialogue between the two main characters in the article, assess the subtle message conveyed in the conversation, write important information on the blackboard, and then analyze the ideas the author wants to express in writing this content with the students. | | | | | |
| **Guided Practice** | | **** R | **** W | **** L | **** S |
| The students are divided into four groups to summarize the results from the four perspectives of language use (words, grammar, etc.), the way of promoting the dialogue plot, the emotional changes of the two main characters, and the atmosphere of the model dialogue. After the discussion, letting all of students present their own opinions and choose the best to present on the board. | | | | | |
| **Independent Practice** | | **** R | **** W | **** L | **** S |
| Ask students to choose other dialogues (different from the model one), just analyze from the four parts and write down a brief comment on the content of their dialogue and the information they convey. | | | | | |
| **Assessment** | | **** R | **** W | **** L | **** S |
| Show up your own independent practice with your partner, mark the better part of his summary, also indicate the areas that can be improved and propose amendments, and finally give him a reasonable score. After that the teacher will help if there is trouble when students reading others’ comment and he will also give an acceptable grade to encourage students. | | | | | |