GROUP I

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Lesson plan

Aims of the lesson:
By the end of the lesson the learners will have:
-developed reading skills (prediction/skimming/scanning, etc.)
- developed writing sub-skills (paragraph-writing)
- practised new vocabulary
- revised previously taught vocabulary.

Language skills:
Reading for a gist and for specific information;
Writing: a paragraph.

Language systems:
Vocabulary: vocabulary connected with appearance and personality
            Vocabulary from the text

Topic
Describing a famous person.

Stage	Procedure	Reasons	IP
Lead-in	T asks Ss whether there are any famous actors or actresses they like and what they know about them. Individual Ss provide the answers.	to direct Ss' attention on the topic of actors and actresses.	T - Ss
Pre-reading	T shows Ss pictures of famous actors and actresses and asks Ss to look at the pictures and think how many of the people they can identify. T writes three questions on Bb: 1.What do you know about the people in the pictures? 2. In which films have they acted? 3. How are they look like? T puts Ss into pairs and asks Ss to talk about the actors they can identify using the questions on Bb. Ss do the task. T monitors.	to introduce the topic of actors and actress and activate Ss' background knowledge.	T-Ss S-S

	T takes oral feedback: individual Ss provide the answers.		
	T asks Ss what the strategy of prediction is and what elements help them predict the content of the text. Individual Ss give the answers.	to give practice in the strategy of prediction.	T-Ss
			T-Ss
	T asks Ss to look at the title, and pictures and predict the content of the text. Appointed Ss give the answers.		
	T writes some key words on the Bb and explains their meaning to Ss.		
Vocabulary pre-teaching	*Slender* (synonym) *Overcome* (illustrative situation) *Pottery* (explanation) *Reveal* (synonym) *Currently* (synonym) *Stunning* (synonym) *Speak one's mind* (providing context) *Mermaid* (explanation)	to familiarize Ss whit key vocabulary items	T-Ss
First reading	T asks Ss to remind what skimming is. Volunteers give the answers. T helps if necessary.	to give practice in skimming	T-Ss
	T asks one S to read the task in Exercise 1		
	T asks Ss to skim through the text fairly quickly and write the number of the paragraphs which deal with each topic.		S
	Individual Ss provide answers.		
			T-Ss
Second reading	T asks Ss what scanning is. Volunteers provide the answers.	to practice scanning	T-Ss
	T asks Ss to scan the text and write whether the fallowing statements about Daryl Hannah are true or false in Exercise 2		S
	Individual Ss give the answers.		

T asks Ss to look at Exercise 3 and choose the best answer, A,B,C or D for questions 1 – 5.		T-Ss
		S
T takes quick oral feedback.		
T asks one S to read the questions in Exercise 4 and makes sure all Ss understand them.	to give Ss practice in careful reading	T-Ss
		T-S
T asks Ss to read the text carefully and find answers to the questions. Ss do the task.		
T asks Ss to compare their answers in pairs.		S
T takes oral feedback: appointed Ss provide the answers (in their own words or read appropriate fragments).	to allow Ss to check their answers in safe environment	S-S
		T-Ss

Pre-writing	T explain to Ss that they are going to write an article describing a famous actor or actress. T tells Ss that they description might appear in the school newspaper.	To motivate Ss to write.	T-Ss
	T puts Ss in groups of 3-4 and asks them to exchange the information about the actors they like and admire. Individual Ss give the answers.		Ss-Ss
	T asks Ss to read a model article in Exercise 5 and answer the question: *What is each paragraph about?*	to make them familiar with how such an article looks like	S
	T takes oral feedback and writes a plan of article describing a person on the Bb, dividing Ss' ideas into paragraphs.		T-Ss
Drafting	T asks Ss to write the first draft of their own article describing the actor they like and tells them that they can use the information given in Exercise 6.T monitors the work and provides necessary help.	to give them practice in writing a working version of describing.	S
	T asks Ss to read they working version of the article: appointed Ss read their texts. T makes comments (about language accuracy, style etc.) if necessary.		T-Ss
Re-writing	T encourages Ss to write the final version of the article. T provides necessary help.	to give them practice in writing a description of a person.	S
	T collects the description and mixes them up.		
Post-writing	T puts Ss in pairs and set the description for each S.T asks Ss to keep the sheets secret and describe the actor they have	to give them practice in speaking	S-S

	to their partners who have to guess the name of the actor. Ss do the task. T provides the oral feedback: appointed Ss tells the class who has been described by her/his partner.		T-Ss