

James Abela

Class Level: Intermediate Lesson Time: 40 mins.

Aim
To develop Ss reading skills- for gist and detailed information. This can then be used to develop a grammar lesson for expressions with prepositions. (As shown in the original material.)
Evidence : (how I will know that I have achieved my aim)
<ul style="list-style-type: none">• Ss will complete the reading comprehension questions• Ss will then be able to talk about what they have read
Assumed knowledge of students: (that relate to this language / lesson, these skills)
<ul style="list-style-type: none">• General vocabulary related to time & travel.
Source of materials
<ul style="list-style-type: none">• Reading text - http://www.english-test.net/lessons/4/• Collins Learner Dictionary (Software)• Xara X software for images (Royalty Free)• Commission for Integrated Transport Fact Sheet No. 12 Public attitudes to Transport Survey 2002: London highlights. (Highlighted issues were used as Discussion questions.)

Meaning / use (What concept check questions will you use to clarify / check? – include answers too)

- /ʒ/
- Stationary – not moving
-
- rattled – lots of short sharp sounds e.g. rain on a window.
/z/ /ʒ/
- resolution – motivation to do something
- light heart – happy
- skidded – to slide sideways
-
- car bonnet – At the front of a car. It covers the engine.
-
- fortunately / good stroke of fortune – good luck
- firm – company
- /z/
- presence of mind – to be able to think in difficult situations
-
- determination – seriousness in wanting to do something successfully
- /ei/
- impossible to gauge – don't know

Also see matching exercise.

Context / topic of text

“How I got that job” (Travel in bad weather conditions, Train vs. car and success through adversity.)

Anticipated Problems

Possible Solutions

Use of electronic dictionaries

Monitor dictionary use and ask students nicely not to use dictionaries. (Can't use them in an exam or in the real world.)

Students may worry about not finishing the Skimming task

Must reassure them it is ok to check with their partner even if they haven't finished.

Students may try to read word for word during the scanning task.

Tell them a tight time limit & encourage them to work as fast possible. (Even if you really give them a little extra time.)

Timing	Stage name	Procedure	Aim	Interaction
5-7 mins	Lead-in – When would you wear?	<p>(Ideally do this with Realia, otherwise use pictures)</p> <p>Show the clothes and ask: Whose is it? At what temperature do you think it would be needed? (Demo 1 piece of clothing with the class)</p> <p>Work as a table and decide at what temperature you would need to wear each item.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will you agree a number?(yes) <input type="checkbox"/> Will you work as a group? (yes) <p>T-Monitors T then asks each table to hold up their garments and tell the class when they think each item was needed. (Use W/B to help)</p>	A fun lead-in that introduces the idea of wintry conditions	SS-TT SS-SS
7-8 mins	Pre-teach lexis	<p>Use matching cards to pre-teach lexis Demonstrate matching cards "As a table please match the words to their meanings." <ul style="list-style-type: none"> • Will you work fast or slow? </p> <p>T-Monitors and asks ss to check with another group. Then elicit answers and put on W/B. (Drill any lexis that causes difficulties.)</p> <p><i>Alternative procedure: For less able ss you may need to pre-teach this lexis via eliciting.</i></p>	To check that everybody knows essential words in the reading exercise.	SS-SS
3-5 mins	Prediction task	<p>"In pairs look at the following questions. DO NOT UNFOLD the paper." (Make sure T only hands out one piece of paper per pair)</p> <p>T-Monitors</p>	To build interest in the article & set context.	SS-SS
2-3 mins	1 st reading task (Gist)	<p>"You have 1 minute to turn over the paper and check your answers. You must wait until I say go." (Demo it) <ul style="list-style-type: none"> • Will you turn over before I say go? (No) </p> <p>Hand out additional sheets of paper. T-Monitors "You can now check your answers in pairs." Reassure them that it doesn't matter if they haven't finished.</p> <p>T- Asks them to turn over when time is up and gives them the chance to check in pairs. Before eliciting answers.</p>	To encourage skimming skills	SS SS-SS SS-TT
5-8mins	Second reading task	<p>Show them the next set of questions and give them five minutes to answer them. "Read the article and answer these questions on your own and as fast as possible.</p>	To give ss the opportunity to scan for specific	TT-SS

Timing	Stage name	Procedure	Aim	Interaction
		You have 3 minutes." "Will you work fast or slow?" (Fast) T-Monitors unobtrusively	information	SS SS-SS
3-5mins.	Feedback	Ask them to pair-check. Elicit answers and put them on w/b (Go through any problems with comprehension.)	Error correction and answer confirmation.	SS-SS SS-TT
7-9 mins	Post reading task (Discussion)	"Talk to your partner about these questions." (point) (Make sure T only hands out one piece of paper per pair) T-Monitors	To allow students to react to the text and use the ideas for discussion.	SS-SS
3 mins.	Final feedback	Do any error correction needed. Do a show of hands to see if they think cars are better than trains. Thank students and pass onto the next teacher.	Error correction and consolidation before they leave the class	SS-TT


White Board Layouts

When would you wear...




27°C - Outside in the evening (Malaysia)
 21°C - Inside KLCC
 15°C - Genting Highlands evening
 5°C - Fridge
 0°C - Water freezes
 -10°C - Freezer

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Why is this man dressed so smartly?

Is he going to use the train or his car?



What problems might he have?

Do you think he will get there on time?

1. How long did it take to get into London by train?
30 minutes
2. What 3 things did the advert ask for?
knowledge of computing, two years experience in car sales and travelling in and out of London using the motorway
3. Was there any traffic noise when he woke up?
No
4. Why did he try to use his car?
The trains were cancelled
5. Where was the traffic-jam?
On the motorway
6. What went wrong at fifteen minutes to ten?
His car skidded and hit the bank of the hard-shoulder
7. How long did it take the repair people to come?
One hour
8. How did he finish his journey?
By train
9. When he left to go home, did he feel he had got the job?
No
10. What did the company mean by "presence of mind and determination"?
He was the only one who got to the interview



VS

