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| **Reading Lesson Plan** |
| **Turkish treats** |

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| Instructor:  **Hayley Noh** | Level:  **Intermediate** | Students:  **12** | Length:  **30 Minutes** |

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| ***Materials:***   * Projector or Monitor, and computer * 2 pages of worksheet (12 copies) * White board, board markers |

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| ***Aims:***   * To learn about articles and blogs. * To prediction from a text type. Let the student know the differences by different characteristics. * To practice on reading informal text that student can face easily through online. * To be able to pick up details from the reading to find out the main idea. |

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| ***Language Skills:***   * Listening: going through the reading passages with teacher, student can more easily understand what the blogger is writing about. * Speaking: clear understanding through WH questions to find out students are on right track. * Writing: details (dictation), figuring out the topic sentence, supporting sentence, and closing sentence from the worksheet. |

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| ***Language Systems:***   * Function: Understanding on the information about Turkish treats. * Structure: relative clauses, comparatives. * Lexis: synonyms and antonyms on informal language. |

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| ***Assumptions:***  Students already know:   * How the class is set up and run. (students will work as a pair to reduce time to finish worksheet.) * The teacher’s style of teaching and the pace of the course. * All students are middle school students (Age 16 and up) |

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| ***Anticipated Errors and Solutions:***   * Students may not be able to follow the instruction easily.   →Follow the task-feedback : let them view the some part where they don’t understand on.   * Students may not be able to pick up details from the reading.   →Chunk the paragraphs by information (underlining or highlighting)   * Students may need more time to work on worksheets.   →Give them extra time on it for about 5minutes, and answer-checking by verbally sharing the answers instead of having students write them on the board.   * If time is short, assign as a homework to start up next class by talking about it.   →Ask students about the last class’s reading passages could be helpful to start up the next class. |

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| ***References:***   * Cambridge University Press   Reading & Writing Skills  Chris Sowton |

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| **Lead-In** | | |
| **Materials: Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 3 min | Whole Class | Hello class, how are you all today? This is our second day of reading class! We’ve read many different types of texts. For this time, I would like to introduce you blogger’s writing style. Which you might find out some words are informal. But that is all fine with it. We are going to find that out together.  OK, so today, we will read over the blog on your sheet which is about ‘‘Turkish treats’’. And before you are reading it, please try to do the questions on your worksheet.  *[Hand them the worksheet]* |

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| **Pre-Activity** | | |
| **Materials: Worksheet, Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 3min | Whole Class  /  As a pair | Alright, Before reading the passage, let’s make predictions from a text type. Different text types (such as essays, articles and blogs…) have different characteristics. Some will be more suitable for academic study than others. Before reading a text, we can make predictions about the information and the style of the writing. The source, title and any pictures can help us predict the content.  So, what do you all think? Let’s use your knowledge to predict content. Briefly read part of a blog. Before reading, which of the statements on #1 will be true? And why do you think those numbers of statements are true? Find an example from the blog as a pair. |

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| **Main Activity** | | |
| **Materials: Worksheet, Board, and Projector** | | |
| **Time** | **Set Up** | **Procedure** |
| 15min | Whole Class | Before starting to read the blog, let’s get through those key words to understand the passage more easily. Work as a pair, please match words on #3.  *[Give them about 2min.]*  Ok, class! By going through these key words, we are ready to read the next page. To help you out on listening and pronunciation on spelling, I will be reading this blog for you. Listen and follow on it.  *[Go over on the blog for about 4min.]*  While reading it, why does the blog’s author like Moda? What is the main selling point of Chez Fitz? What question does the blogger ask at the end of the article? What is ‘SouthLondonMum142’ angry about?  *[Listen to students’ answer from the question for 4min.]*  Great! Let’s read the blog again, Write true, false or DNS(does not say) on the blanks right beside the statement. And please do #6 by matching informal words and phrases to formal words.  *[For 5min.]* |

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| **Post Activity** | | |
| **Materials: Worksheet, Board** | | |
| **Time** | **Set Up** | **Procedure** |
| 9min | Whole Class | So, class! You have read the posting on blog. Do you think the blog author likes perfectionist? Why do you think the chef gave a discount to the blog’s readers? Why do you think the blogger’s shopping was more expensive?  *[Listen to students’ answer from the question for 5min.]*  Let’s have more discussion through it. Should you believe restaurant reviews you read online? Why or Why not? Do you read blogs or reviews online? Why or Why not?  *[Listen to students’ answer from the question for 4min.]* |