



Lesson plan

Pre-intermediate reading and listening comprehension lesson

Zeynep adapts a coursebook for use in the classroom and uses some innovative techniques for teaching core skills to her pre-university students. Many thanks to Zeynep Büyüktuna for sharing her original lesson plan and resources with us. The lesson can be seen on the *Teachers at Work* DVD which accompanies *The Practice of English Language Teaching* book, and the Lesson observation worksheet for this lesson is available on this website.

Name of instructor: Zeynep Büyüktuna	Institution: METU, Department of Basic English
Level: Elementary	Class: ELE 09
Lesson length: 70 mins	Lesson type: An integrated lesson with a focus on reading and listening
<p>Objectives:</p> <ul style="list-style-type: none"> -to learn more about the world, particularly islands (Cyprus, Bora Bora, Madagascar, Greenland and Great Britain) -to revise and learn some new vocabulary to talk about the features of islands (Recycled words: beach, forest, hill, lake, mountain, rock, sand) (New words: landscape, peak, cliff, lagoon, wave, peak, shallow and shade) -to read a text from a travel book about Bora Bora to learn the features of this island and to practice reading for gist and reading for specific information, -to listen to a TV programme about islands to learn the features of Great Britain, Greenland and Madagascar and to practice the listening skills; listening for gist and listening for specific information. (If time) 	
<p>Previous Knowledge:</p> <p>These are students who have been learning English for a while in their lives but most of them have forgotten some very basic rules and words. This class has been together for four weeks, now. The students all come from different parts of Turkey. There is even one student from Northern Cyprus. This is one of the reasons the teacher has decided to incorporate Cyprus into her lesson. Some students are better than the others in different areas of language, but it is a very cooperative class and they help each other. They are used to doing pair and group work.</p>	

Class Profile:

There are 21 students in the class aged between 17-30. The oldest one is ---. She is usually quiet. ---, ---, --- and --- are the talkative ones. When a question is directed to the students, they are the most eager ones to answer.

Materials (including source):

Course book (app. 1, pp.40-41), Lebaeau, I. & Rees, G. (2008) *Language Leader Pre-Intermediate*, Pearson Longman, pp 40-41. (See appendix 1)

White board, cd player, markers, the map of Cyprus (app. 2), questions about Cyprus (app.3), vocabulary cards (appendices 5-14), blue tack, tape script (app. 15) and Language Leader Pre-Intermediate CD 1.

Anticipated difficulties and solutions:

-For this specific class observation, there has been a change in the place and time of the class. Some students may forget about this change, so the teacher has asked the students to remind each other about this change on WhatsApp group, the day before this observation.

-Since it is the beginning of the semester and the lesson will be filmed, some students may be reluctant to speak English. In such cases the teacher will initiate a conversation and encourage the students to speak in English by asking questions to them. The teacher has already informed the students about the focus, the importance and the value of this class observation to make them feel at ease.

-At the lead-in stage, the teacher is planning to make Hasan talk about Cyprus since he is from Northern Cyprus. If he is absent on that day, instead of Hasan, the teacher will provide information about Cyprus herself.

-At the feedback stage to the listening exercise 3b, there may not be enough time to go over all the answers in this particular lesson, so the teacher is going to get feedback to the first one or two questions and continue in the next class hour.

Stage/ Aim	Time	Aids	Procedure	Interacti on	Vocabular y	Notes
Opening	2 mins	White board and Vocab. Card 1	1. T. refers ss. to the lesson objectives on the board. T: "Today we are going to learn about the world, particularly about islands by reading a text from a guidebook and by listening to a TV programme. We are also going to revise some words and learn some words to describe landscapes."	T-Ss	<i>Landscape</i> (app.5) <i>Island</i> (app.6)	T. puts vocab cards on the wall.
Lead-in	15 mins	The map of Cyprus	2. T. shows the map of Cyprus (See app. 2) and asks the class to check the hidden question papers under their chairs which have questions on them about Cyprus. (See app. 3) Next, T. asks ss. to ask these questions to Hasan and he answers them. Meanwhile T. recycles and introduces new words used to describe landscapes.	S-Ss T-Ss	<i>Cliff</i> (app.7) <i>Coast</i> (app.8) <i>Lagoon</i> (app. 9) <i>Wave</i> (app.10)	
			3. T. refers ss. to the pictures in the book on pp. 40-41 and asks some questions about the pictures to check the students understanding of the new words.	T-Ss		
Pre reading	2 mins	Course book	4. T. refers ss. to the reading questions in exercise 2a. They read the questions and underline the key words and T. also introduces some more new words.	T-Ss	<i>Peak</i> (app. 11) <i>Shallow</i> (app. 12) <i>Shade</i> (app. 13) <i>Transparen t</i> (app. 14)	
While reading	5 mins		5. The students read the text and answer the questions. Early finishers are asked to compare their answers in pairs.	S S1-S2		
Post reading	5 mins	White board	6. T. elicits the answers and puts them on the board with the justifications. (See app. 4 for board work.)	T-Ss		

Pre-listening Ex: 3a		CD player	7. T: "After we have learned about Bora Bora, next we are going to learn about three other islands. Look at the names of the six islands on p.41 in exercise 3a. Listen to the TV programme and circle the three islands mentioned."	T		
			RBI			
While listening	5 mins		8. T. plays the tape and ss. circle the names of the islands they hear.	S		
Post listening	5 mins	White board	9. T. puts the answers on the board. (See app. 4.)	T-Ss		
Pre-listening Ex: 3b	3 mins	Course book	10. T. refers ss. to exercise 3b. They read the questions and underline the key words.	T-Ss		
While listening	5 mins	CD player	11. Ss. Listen to the TV programme for the second time and answer the questions.	S		
Post listening	5 mins	White board	12. T. elicits the answers and puts them on the board with their justifications.	T-Ss		
<i>If time</i>	7 mins	CD player	13. T. plays the tape again and asks ss. To tell her to stop the tape to tell her what they have heard for each question. T. puts these on the board. See app. 4.	S		
Closure	5 mins		14. T: "What have we learned about Cyprus, Bora Bora, Great Britain, Greenland and Madagascar in this lesson?"	T-Ss		
	5 mins		15. T. asks ss. Which of these islands is the biggest in the world to make a transition to grammar presentation.	T-Ss		

Appendix 3

QUESTIONS

1. Is Cyprus popular with tourists?
2. Does it ever snow in Cyprus?
3. Are there any mountain ranges in the Northern Cyprus?
4. Are there any lakes or river in the Northern Cyprus?
5. Are there any unusual animals or plants in Cyprus?
6. Is there water shortage in Cyprus?
7. Is it a big island?
8. What is the weather like in Cyprus? Is it easy to sleep there during the summer?
9. Are there a lot of beaches in Cyprus?
10. Can you tell me the name of a city on the coast? Girne? Magosa?
11. What is the capital of Northern Cyprus?

land·scape¹ /'lændskeɪp/ ●●● *n.* [C] **1** a view across an area of land, including hills, forests, fields, etc. → SCENERY: *His novels are full of descriptions of the beautiful landscapes of Sonoma Valley.* **2** a photograph or painting of a landscape → see picture at PAINTING

is·land /'aɪlənd/ ●●● *n.* [C] **GEOGRAPHY** a piece of land completely surrounded by water: *Life on the island is peaceful.* | *the island of St. Kitts* [Origin: Old English *igland*, from *ig* “island” + *land*]

peak¹ /pɪk/ ●●○ *n.* [C] **1** the time when someone or something is biggest, most successful, or best: *Trenton is now at the peak of his career.* | *The company's profits reached a peak in 1992.* **2** the pointed top of a mountain, or a mountain with a pointed top: *the Alps' snow-covered peaks*

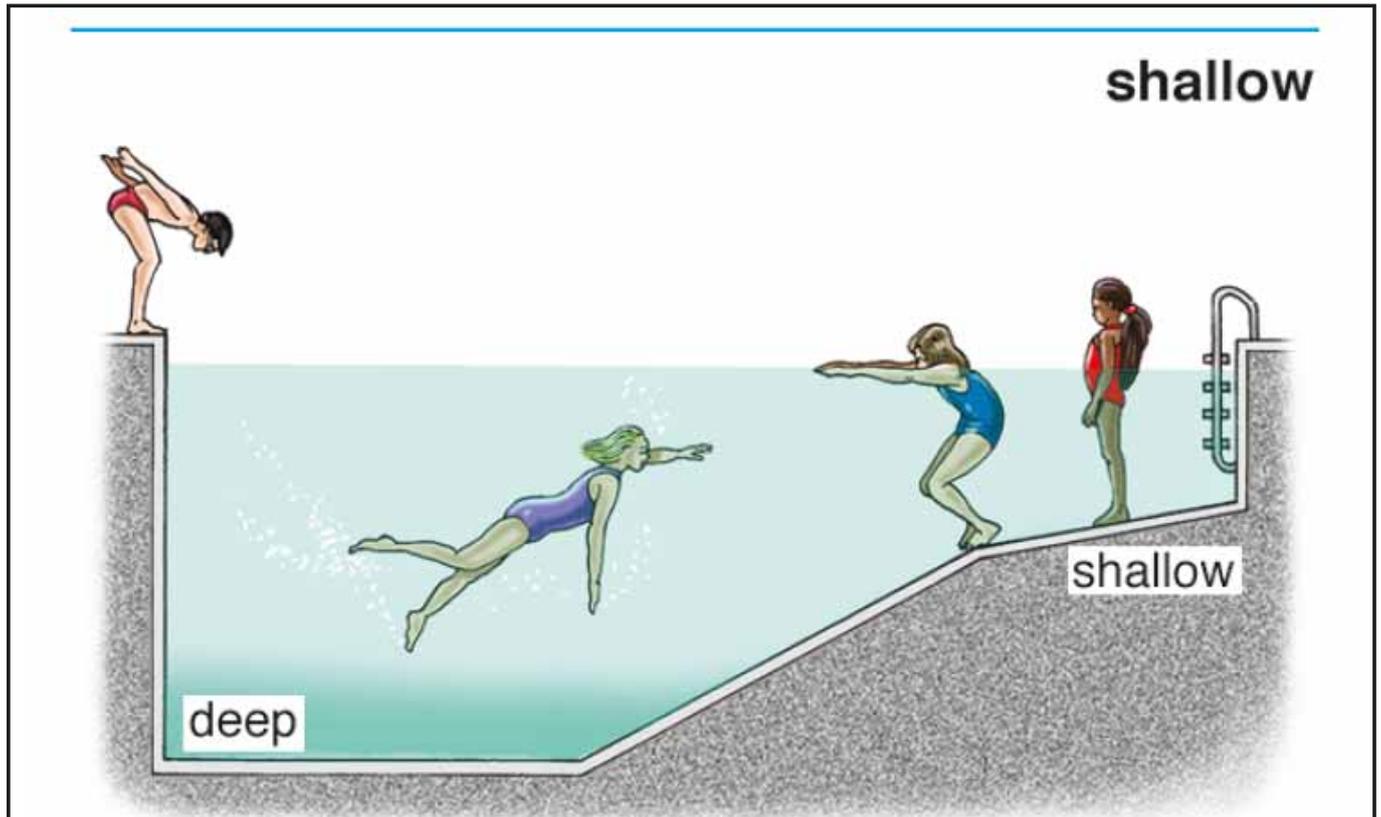
cliff /klɪf/ ●●○ *n.* [C] **GEOGRAPHY** a large area of rock with steep sides [Origin: Old English *clif*]

coast¹ /kəʊst/ ●●● *n.* [C] **1** **GEOGRAPHY** the land next to the ocean: *the Pacific coast* | *the west coast of Mexico* | *an island off the coast* (=in the water near the land) *of California* | *a small beach house on the coast*

la·goon /lə'gun/ *n.* [C] **GEOGRAPHY, EARTH SCIENCE**
 an area of ocean that is not very deep, and is nearly separated from the ocean by rocks, sand, or CORAL

wave¹ /weɪv/ ●●● *n.* [C] **1 EARTH SCIENCE** an area of raised water that moves across the surface of the ocean or another large area of water: *The waves breaking on the reef produce huge waves.*

2 a sudden increase in a particular emotion, activity, number, etc.: *Sheriff Cooney met residents to discuss the recent crime wave.* | *Returning there brought on a wave of nostalgia for his childhood.* | *a sudden wave of nausea* | *A great wave of immigrants from Eastern Europe was arriving in America.* **3** the movement you make when you wave your hand: *She left with a wave of her hand.* **4** a part of your hair that curls slightly: *a wave in her hair* **5 PHYSICS** the form in which some types of energy move: *light/sound/radio waves* **6 make waves** *informal* to cause problems: *We have a job to finish, so don't make waves, OK?* → HEAT WAVE



shal·low /'ʃælou/ ●●● *adj.* **1** measuring only a short distance from the top to the bottom **(ANT) deep**: *a shallow baking dish | The rice is planted in shallow water* **2** disapproving not interested in or not showing any understanding of important or serious matters **(ANT) deep**: *a shallow argument | If he's only interested in your looks, that shows how shallow he is.*

shade¹ /ʃeɪd/ ●●○ *n.* **1** [singular, U] an area that is cooler and darker because the light of the Sun cannot reach it → SHADOW: *Let's find a table in the shade.* | *boys sitting in the shade of a tree* → see picture at SHADOW¹ **2** [C] something that reduces or blocks light, especially a cover that you pull across a window **3** [C] a particular degree of a color: *a darker shade of red* **4 shades** [plural] *informal* SUNGLASSES **5 shade of meaning/opinion etc.** a meaning, etc. that is slightly different from other ones: *The word can have many shades of meaning, depending on the context.* **6 a shade** very slightly, a little bit: *The room is a shade too hot for me.* [Origin: Old English *sceadu*]

trans·par·ent /træns'pærənt, -'pær-/ ●●○ *adj.* **1** if something is transparent, you can see through it: *a transparent plastic tube* **2** easy to notice and not deceiving anyone (SYN) **obvious**: *The ad was a transparent attempt to fool the voters.* [Origin: 1400–1500 Medieval Latin, present participle of *transparere* “to show through,” from Latin *trans* “through” + *parere* “to show”] — **transparently** *adv.*