LESSON PLAN

Date:
Teacher:
Class: X (2 classes/week)
Number of students:
Students' level: upper intermediate
School:
Time of lesson: 50 min
Textbook: Upstream Upper Intermediate
Unit 10: The Cycle of Life. Reading: Literature Corner

Lesson Aims:

- promoting discussion and expressing opinions on life of young girls in the 19th century;
- practising the new vocabulary.

Activity 1. Warming up
Aim: increasing Ss' interest in the topic
Procedure: T – ST; 5 min

- T explains the task, allows Ss time to read the text about Louise May Alcott and helps them with any unknown vocabulary if necessary. T reads out the questions and elicits answers from around the class (Ex. 1/182).

Activity 2. Reading
Aim: developing reading skills
Procedure: IW, PW; 22 min

- Ss read lines 1-12 of the extract and, in pairs, discuss what the girls' 'experiment' probably involved. T elicits answers from Ss around the class (Ex. 2a/182);
- 7 sentences have been removed from the extract. Ss have to choose from the sentences given (A-I) the one which fits each gap. T explains the tasks and focuses on the example. T asks Ss to explain why sentence I hits in gap 0, and allows Ss some time to read the text and the missing sentences silently and complete the task. T checks Ss' answers (Ex. 2b/182);
- Ss discuss in pairs what helped them insert each missing sentence. T elicits from Ss around the class what helped them to match the missing sentences (Ex. 3/182);
- T explains the task and allows Ss time to complete the exercise, working out meaning from context. Ss match the highlighted words with their meaning, then read the article again and find the similes used. T checks Ss' answers around the class (Ex. 4, page 183).

Activity 3. Text Analysis
Aim: developing speaking skills and using vocabulary in context
Procedure: IW; 20 min

- T explains the task and allows Ss time to explain the bold parts in the phrases taken from the passage, in their own words. T encourages Ss to work out the meaning from the context. T checks Ss' answers around the class (Ex. 5/183);

➢ What does ‘semi-autobiographical’ mean? T reads out the rubric and elicits answers from Ss around the class (Ex. 6a/183);
➢ T explains the task and allows Ss time to complete the task, then asks individual Ss to tell which adjectives best describe Mrs. March and her daughters with justifications (Ex. 6b/183);
➢ T helps when necessary.

Activity 4. Homework (Ex. 9/183)
Aim: improving Ss’ ability of writing a paragraph.
Procedure: T – ST; 3 min
➢ T asks Ss to write a paragraph telling how the life of the average girl today differs from that described in the extract, thinking in terms of duties, leisure and ambitions.