

Title of the Lesson Plan: A Friend I Could Never Forget, Lesson 19 p 71

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A) Target Audience (age, level of language)

14-17 years old, 1st year (secondary school), intermediate level

B) Estimated Time

2 sessions of 50 minutes

C) Aims (Rationale)

By the end of the second session, pupils would be able

- To read a long text containing a significant amount of new information
- To discuss and clarify meaning, and
- To decide on the best summary sentence for the paragraph or section

D) Materials

Textbook

E) Presentation (Pre-Lesson Warm-Up, Instructions and Extended Activities)

Pre-Lesson Warm-Up

(Speaking) 1) Have you got an intimate friend? 2) Do you still remember your primary school friends? 3) Are you still in touch with them? 4) How do you keep in touch?

Instructions

1. Look at those two passages (read and comment). What type of passages? What kind of friends are they?
2. Information transfer: literal recall and inferential questions about characters and their relationships, nationalities, ages ...
3. True/false questions and WH questions about details
4. Choose the adjectives that best describe the characters
5. Classify the words in the list into "words I already know" "words I understood from the context" "words which I think are not important"

Extended or Follow Up Activities (optional)

(Group work) Reading / speaking / writing

- 1) Divide the class into groups, identify a leader and a speaker.
- 2) Discuss the strategy: each group will read a section of the story, write the main idea and create a summary.

- 3) Once their summaries are completed, the speakers of each group would write the main point and present the summary.
- 4) Pupils would discuss the different pieces of the summary and decide on one summary.
- 5) Assessment: Pupils are assessing what they read while deciding on the summary.

F) Assessment

- 1) Students would retell the story using their own words.
- 2) Those who understood the story and do not have the vocabulary or confidence to retell the story can illustrate the idea in a drawing or act out a scene.
- 3) Students can record their assessment in a personal portfolio answering various questions in which he/she makes judgments: Did you like the story? Which character did you like best? Did you like the ending? Can you imagine another ending to the story?