

LESSON PLAN 1 (a 50-minute lesson)

<p>Grade, Book:</p> <p>Upper Level students at tertiary level</p>	<p>Time:</p> <p>50 minutes</p>		
<p>Lesson and Title:</p> <p>Writing Lesson- Introduction to Summary Writing</p>	<p>Materials:</p> <p>a problem solution essay about traffic jams taken from https://www.ieltsjacky.com/ielts-problem-solution-essays.html</p> <p>A video from a reliable source such as the one on https://www.youtube.com/watch?v=bro4oV83lzM</p>		
<p>Objectives:</p> <p>At the end of this lesson, students will be able to</p> <ul style="list-style-type: none"> • communicate their ideas about traffic jams in their cities. • have familiarity with what summarizing is and how it is done. • have an experience of summarizing an academic text in pairs. 			
<p>Introduction (Motivation): ***Modeling***</p> <ul style="list-style-type: none"> • At the beginning of the lesson, the teacher greets the students and the whole class have a small talk about what they covered in the last lesson. The last session was about understanding main ideas and key information in a text. The teacher asks this because she wants to refresh their memories and link the previous topic to the session in hand. This way she can activate the minds of the students about the language aspect or the skill that is to be covered in this lesson. • Then, the teacher shows a video of a city where people are stressed in the traffic and the students comment on the problems that they see in the video. (For the ones who are audio-visual learners, the video part is important) • Then, she moves on to asking students about the traffic problems in their cities. The whole class, under the guidance of the teacher, have a discussion about the problems. With the video and the discussion parts the teacher builds up on the knowledge of the students about the theme of the writing. 	<p>Mode of interaction:</p> <p>Teacher-whole class</p>	<p>Duration:</p> <p>12 minutes</p>	
<p>Information:</p> <ul style="list-style-type: none"> • As the teacher refreshed the students memories about the previous session which was about understanding the main ideas and the key information in the text, and as she introduced the traffic problems topic, she explains to the students that they are going to be looking at an essay about traffic problems and solutions and they are going to summarize the main ideas and key information in their own words. The teacher explains to the students that the will use this skill to pass the proficiency exam and they will use it in their following years of tertiary level. 	<p>Mode of interaction:</p> <p>Teacher-whole class</p>	<p>Duration:</p> <p>5 minutes</p>	
<p>***Modeling***</p>			
<p>Guided Practice:</p>	<p>Mode of interaction:</p>	<p>Duration:</p>	

<ul style="list-style-type: none"> As this is the first time in the syllabus that they deal with the summarizing, the teacher explains what summarizing is and how it is done. The teacher shows the first paragraph of the essay on the screen, and asks what the main idea is. She elicits some answers from the students and highlights the main ideas in the essay. She paraphrases the main idea of the first paragraph and shows it to the students as a model. 	<p>Teacher-whole class</p>	<p>10 minutes</p>
<p>Independent Practice:</p> <ul style="list-style-type: none"> The teacher explains to the students that she will show the rest of the essay and let the students find the other main ideas/key information and paraphrase them in pairs of two. (Explaining the task before showing the essay is important because according to studies, if the teacher shows the text before or while explaining what they are expected to do, the students start doing the task without fully understanding what they will do.) Before showing the essay, the teacher checks the instruction to understand whether the whole class knows what to do and tells them that they should first try to guess the meanings of unknown vocabulary and then look up their meanings in the dictionaries. The teacher shows the rest of the essay and give them 15 minutes for the task in hand. While the students are discussing the main ideas and paraphrasing and writing them, the teacher, assists the ones in need and monitors what everyone is doing. 	<p>Mode of interaction:</p> <p>Teacher-whole class</p> <p>Pairs (if there are low-achievers, the instructor will pair them with high-achievers)</p>	<p>Duration:</p> <p>20 minutes</p>
<p>Closure:</p> <ul style="list-style-type: none"> The teacher explains to the class that in the following session, they are going to assess each other's summaries depending on the summary rubric and then they will assess some papers of the volunteer groups' summaries as a whole class. 	<p>Mode of interaction:</p> <p>Teacher-whole class</p>	<p>Duration:</p> <p>3 minutes</p>
<p>Assessment:</p> <ul style="list-style-type: none"> This part will be handled in the next class. 		
<p>Homework:</p> <ul style="list-style-type: none"> As this is not the last session of the day, no homework will be assigned. 		