

## LESSON PLAN

Name: \_\_\_\_\_

Tutor: \_\_\_\_\_

Level: Upper-intermediate

Length of lesson: 40m

Date: \_\_\_\_\_

Number of students: 12

### Learning outcome:

*(What will learners be enabled to do in English as a result of this lesson?)*

*Students will have learnt and practised vocabulary about art.*

*Students will have practised reading for gist and detail.*

### Timetable fit :

*(How does the lesson relate to lessons preceding and following?)*

No connection to previous lessons, as it's the first lesson, but the lesson will serve as a model / springboard for the focus on narrative tenses which follows.

### Assumed student knowledge:

*(Are there any important assumptions about what students have already learnt?)*

Some of the vocabulary will be cognates, but others, such as 'patrons' and 'dealers' may be new. 'Exhibition' might be a false friend for the Spanish learners, as it's 'exposition'.

### Materials/resources/equipment:

*(Please give page numbers for coursebook material)*

*p.46, Straight Forward Upper Intermediate.*

### Personal teaching aim:

*(Use previous feedback to identify something to focus on)*

To give more thought to the post-reading task of discussion, and to manage this stage successfully, so that the students' enthusiasm is high.

### ANALYSIS - Language to be taught:

Please list any of the following that you will be teaching on a separate sheet and attach.

Always do this part of the plan BEFORE planning procedure, etc.

### Vocabulary

<u>Word / phrase with stress</u>	<b>Part of speech</b>	<b>Phonemics if relevant</b>
prestigious	( adj )	/prəˈstɪʃəs/
stardom	( noun )	/stɑːdəm/
conceptual	( adj )	/kənseptʃuəl/

### Anticipated problems with language for students & teaching solution:

*(Detail problem & solution as appropriate)*

*The text contains some words which are specific to art, and quite specialised. I need to check the teachers' notes / dictionary thoroughly myself before the lesson. Then I will tell the students that they should look back to the vocab exercise for support with the reading.*

TIMING	INTER-ACTION	PROCEDURE	AIM OF STAGE
5 m	T-S, S-S ( 2's )	<p><b><u>Brainstorm</u></b> Write on board 'Art Galleries in London'. Ask S's, “ <b>Do you know the names of any art galleries in London ?</b>” I will make sure I know at least 5 in case S's don't come up with anything. Ask further questions ( set as pairwork ) “ <b>Have you been to any of these galleries ?</b>” “ <b>What did you think of them ?</b>” “ <b>How can art galleries be different ?</b>”</p>	To engage S's interest in the topic
5-10m	S-S ( ind )	<p><b><u>Exercise</u></b> “ <b>I want to teach you some vocabulary about art.</b>” Do 1 ex on board, then set task. Monitor to check progress / notice any early finishers. Before asking students to read out the sentences, teach pron of 'patrons' and 'sculptures'. S's read out, I will write correct answers on board. Ask CCQ's, e.g, “ <b>What can you see in a landscape painting ?</b>” “ <b>Which one is bigger, an art gallery or an exhibition ?</b>” “ <b>Is an abstract picture an exact representation ?</b>”</p>	To learn vocabulary related to the topic.
5-8m	WoC, 3's	<p><b><u>Discussion</u></b> Choose 1 Q and generate discussion around it. Once interest is high, set task, to discuss Q's ( For this activity I have chosen not to do feedback, as the responses are quite personal. However, I will monitor and listen for good points about their speaking, and errors, to go over later )</p>	To practice vocabulary related to the topic.
2-3m	T-S	<p><b><u>Lead-in Q to reading</u></b>  Ask “ <b>Can you think of any unusual types of art ?</b>” Listen to students' examples. Plan my own examples as a contingency plan.</p>	To raise S's interest in the text

4-5m	S-S	<p><b><u>Gist task and feedback</u></b>  Set gist task 1, S's do it, check answers orally, ask S's if they remember details from the text which justify their answers.</p>	To check S's general understanding of the text
5m	S-S	<p><b><u>Detailed comprehension task</u></b>  Set sequencing of events task. I think that if my instruction is clear enough, the S's don't need an example for support</p>	To check S's detailed understanding of the text
5m	T-S	<p><b>Feedback</b>  Use blown up copy of ex 2 on the oht. Elicit correct numbers / order. Point to / get S's to point to the bits that give us the correct answers.</p>	
5m	WoC	<p><b>Discussion</b>  Use the questions in 3 to generate WoC discussion.</p>	To encourage students to express their response to the text, and thereby practise speaking
3-4m	WoC	<p><b>( Floating stage – Further discussion )</b>  Bring pictures of e.g Damian Hurst / Banksy's work, to stimulate further discussion around the topic</p>	To widen the discussion