

Lesson Plan

Business/Materials	Lesson Objectives			
A book by Erle Stanley Gardner, The Case of the Stuttering Bishop 1936.	Teach students to predict possible outcome of the text. Read the 1-st chapter. Learn 10 new words and phrases from the 1-st chapter. Learn basic principles about essay writing. Refresh Present Simple and Present Perfect tenses.			
Warm-up and Objective Discussion				
<p>Ask students, if they like detective stories or if they like solving mysteries or other activities that make them think hard.</p> <p>Ask if they know who Erle Stanley Gardner is and if they have ever read his books.</p> <p>Tell students, that today we are going to practice predicting possible outcome from the name of the book and possible outcome from the text.</p>				
Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Give students the name of the book The Case of the Stuttering Bishop and ask:</p> <ul style="list-style-type: none"> - What do they think about the content of the book? - What the story might be about? <p>Give an example, for example, that the story may be about a bishop and his family or his church, or about one of his church members.</p> <p>Receive the students` opinion. Put it on the board to compare with the plot in the book.</p> <p>As a pre-writing activity show students an example of an essay, making a draft from the received students` opinion. Explain students that their paper should show their opinion, their “voice”, i.e. The paper should show their own style, personality, point of view on the read text and tone of the read text.</p> <p>Give an example, put on the board the following:</p> <ul style="list-style-type: none"> - tone of the text, - use of language/words and sentence structure. <p>Explain that an essay should be made according to the following instructions:</p> <ol style="list-style-type: none"> 1. One page essay. 2. Standard A4 pages. 3. Margins - 1 inch (2.54 cm) from each side. 4. Format - double spaced (no additional spaces between paragraphs; no auto-spacing). 5. Font - 12 p.t. Times New Roman or Arial. Use the same font throughout the entire paper. 6. Word count – 30 words. 				

7. Text alignment - left, no justification.

Guided Practice

R

W

L

S

Read the first 3 pages from the 1-st chapter.

The teacher reads the first paragraph and the students continue. Each paragraph for each student.

Ask students if they can understand all the words and sentences from the text, and put on the board all the new and difficult sentences and structures. Make that 10 new words and phrases or more, if needed. **Ask students to find in the on-line dictionary (<http://www.multitrans.ru/c/m.exe>) 2 synonyms to the words they do not know and we will put them on the blackboard. Allow using cells for this task.**

For **integrating one, small grammar lesson/discussion somewhere in the lesson plan**, ask students to pay attention to the grammar used in sentences of the first 3 pages from the 1-st chapter. Yes, a lot of sentences in Present Simple and Past simple. Who can tell me the rules for these tenses? Yes, when we speak about everyday acting and a timetable we use Present Simple and when we talk about completed action and we can see the result or we can touch it we use Present Simple. And yes, when we talk about the third person, we should add ending "S" to a noun preceded by the pronoun "he/she/it" in Present Simple. And when we talk about Present Perfect we use HAS with a noun preceded by the pronoun "he/she/it" and we use HAVE with the pronouns I / You / We / THEY, Let's practice some more, I will ask you to divide into two groups of four, and make a short list of remarks about PARRY MASON and HIS ACTIONS IN THE CHAPTER. Please use pronouns "he/she/" when telling your observations and do not forget the tricky 'S' with the third persons pronouns. **For example: Mason likes coffee in the morning. He has breakfast at 8 o'clock.**

Use Poll Everywhere web site (www.pollev.com) and their cells to complete the task. Yes, here I will once again allow students using cells.

Ask students to predict and summarize the main idea from the first 3 pages of the 1-st chapter.

As a writing activity, ask students to write down the summary. Show the word map as a guidance to help write the summary. Show a center word – Detective – and elicit from the students all the relating words from the first 3 pages from the 1-st chapter. Put them on the blackboard.

Ask students what might happen next in the chapter. Put their predictions on the board.

Independent Practice

R

W

L

S

As a post-writing activity, ask students to give the summary to read to their partners to receive a feedback on the paper. Discuss the paper with the students and ask them to specify on the paper's strong and weak points. What should be added.

Ask students to form a group of three and read the 1-st chapter to the end in class.

Ask students to find in the text main idea and compare it to their predictions.

Appoint one person to answer that question, put their answers on the board and propose a little debate on that, asking why the predictions are wrong or right. Were they right about it or not. Ask the students to make another prediction about what might happen next in the second chapter of the book.

Assessment

R

W

L

S

Make an essay at home about the two chapters and describe what you liked about the characters, what you would do, if you were there, and predict what might be happening in the chapter three without picking in it. Make the essay for about 30 words using their own voice.