

# 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 2-nd chapter. Learn 20 new words and phrases from the 2-nd chapter. Learn basic principles about essay writing. Refresh Past Simple and Past Perfect tenses.			
<b>Warm-up and Objective Discussion</b>				
<p>Ask students, if they liked the detective story they had to read yesterday.</p> <p>Ask if they wanted to visit that time when the action in the book took place.</p> <p>Tell students, that today we are going to continue our practice predicting possible outcome from the name of the book and possible outcome from the text.</p>				
<b>Instruct and Model</b>	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Give students a task to pay attention to the questions I have been asking and to the tenses I have used.</p> <p>Elicit one example of the question from the students and put it on the board to compare the tenses and explain the difference and how they are formed.</p> <p><b>As a pre-reading activity</b> ask students to fall into three groups of two people and exchange their home essays with their partners, the essays were written using Google Docs with a possibility to edit/modify/peer-review and comment on the paper. Give 7 minutes to read and peer review the essay. Give their feedback using the <b>Poll Everywhere web site</b> (<a href="http://www.pollev.com">www.pollev.com</a>) to provide anonymous feed-back.</p> <p><b>As a pre-writing activity</b> refresh students` minds with the example of the essay we used yesterday.</p> <p>Explain students that their paper should show:</p> <ul style="list-style-type: none"> <li>- tone of the test,</li> <li>- use of language/words and sentence structure.</li> </ul> <p>Remind that the essay should be made according to the following instructions:</p> <ol style="list-style-type: none"> <li>1. One page essay.</li> <li>2. Standard A4 pages.</li> <li>3. Margins - 1 inch (2.54 cm) from each side.</li> <li>4. Format - double spaced (no additional spaces between paragraphs; no auto-spacing).</li> <li>5. Font - 12 p.t. Times New Roman or Arial. Use the same font throughout the entire paper.</li> <li>6. Word count – 30 words.</li> <li>7. Text alignment - left, no justification.</li> </ol>				

**Guided Practice** R W L S

Read the first 3 pages from the 2-nd 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 20 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 2-nd chapter. Yes, a lot of sentences in Past Simple and Past Perfect. Who can tell me the rules for these tenses? Yes, when we speak about everyday acting and a timetable in the past, relating to past actions we use Past Simple and when we talk about completed actions in the past and we could see the result or we could touch it in the past, we use Past Perfect. And yes, when we talk about the third person, we should use “WAS” to a noun preceded by the pronoun “he/she/it” and “WERE” when we use pronouns “YOU/THEY/WE” in Past Simple. And when we talk about Past Perfect we use HAD with all nouns preceded by the pronouns. 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. **For example: Mason liked tea in the evening. He had dinner at 8 o`clock.**

**Use Poll Everywhere web site ([www.pollev.com](http://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 2-nd 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 2-nd 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 2-nd 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 fourth 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 four without picking in it. Make the essay for about 50 words using the already learned words and new along with their own voice.