

1	Teacher's name: Alex	Date: 15/03/22	Level: Int	Number of students:
2				
3	Focus on skills PWP reading			Topic: “The life of Jane Goodall”
Learner outcome: The students will be able to (mention task first, then “using”)..... Students will have practised their scanning and reading for detail skills in the context of “The life of Jane Goodall.” Students will be able to create a small biography on their fellow classmates.				
Reading comprehension. New Vocabulary / phrases to be taught: Rebel (n), fled (v), deforestation (n), sanctuary (n), trade (n), binoculars (n).				
Materials: Coursebook “Jane Goodall” biography. Handouts, board.				
Assumptions: For this lesson I assume the students already know how to use the past progressive, past simple.				
An anticipated problem: Students may have difficulty matching the useful background statements with the correct paragraph in the third (filler) activity. Students may have difficulty with certain vocabulary presented in the text. My proposed solution: EDCB before handing out the text. Go over the sentences after the activity has finished and go over the answers with the class, pointing out why we would put the listed phrase where we did. What I need to work on: I need to work on my compliments during the class, I only say “good job!” More importantly, not allowing students to answer me in French. 0% French policy.				

Stage of lesson (eg Presentation)	Learner activity	Objective (Why are they doing this?)	Interaction (eg ind, pairs /3s or group)	Time	Materials needed
Pre Engage	Students answer the following questions: Do you ever read biographies? etc Followed by showing a photo of Jane Goodall and more questions that are answered with students in pairs.	To set the context of 'Biographies' more specifically by introducing Jane Goodall.	Ind In pairs	5	Board. Photo.
Pre EDCB		To ensure that the students understand the text, following activities, and to present the vocabulary.	Whole class	8	Board.
While Activity 1	Students read the text on Jane Goodall, answer 'gist' questions. Students proceed to put the paragraphs back in order.	Presents students with a quick reading activity. Students look for the 'gist' of the text. Students verify their memory of the text.	Ind In pairs	7	Handout. Text.
While Activity 2	Students answer more detailed questions based on the text.	Provides students with detailed questions that require a deeper comprehension of the text.	Ind In pairs	12	Handout Text
While Activity 3 (filler)	Students match the useful background statements with the correct paragraph.	Offers students another detailed question that requires deeper comprehension of the text.	Ind In pairs	8	Text Handout.
Post	Students ask each other questions about their lives. Students write down what they hear. They create 'little' biographies on one another.	Freer practice of the target language, students are able to personalise the target language.	In pairs	15	Handout.

Feedback	Students recap on what they discussed.	To wrap up the activity. To let the students know how they did in the production task and to focus on any errors that came up.		Whole class	5	Board
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