

## LESSON PLAN

**School:** .....

**Level:** Intermediate (B1)

**Time:** 50 minutes

**Date:** .....

**Teacher:** .....

**Aims:**

- ✓ to improve vocabulary on books (types of books, favourite book, favourite character, reasons for reading)
- ✓ to develop reading skills (identifying theme, characters, setting, tone in two extracts from “Nice Work” by David Lodge)
- ✓ to develop the ability to express personal opinions regarding the relationship between *parents and children*
- ✓ to review ways of offering advice

**Materials:** textbook, flipcharts, markers, activity sheets, board, laptop, video projector

### PROCEDURE

No.	Lesson Stage	Teacher’s activity	Students’ activity	Methods	Time
1.	Warm-up	Informal conversation about a subject chosen at random	Ss talk to the teacher	Dialogue Ss-T interaction	1’
2.	Homework check	Teacher checks if students have done their homework	Ss read out their homework	Individual work	5’
3.	Introduce the topic	a) Teacher asks students to watch a short video and identify as many free time activities as they can.	Students perform the task and then read out what they have put down while watching. Then, they add two or three ways of spending their free time which did not appear in the video.	Frontal work	2’
		b) Teacher divides the class in 3 groups and gives each of them an activity sheet asking the students to perform a certain task (match words related to books to their definitions, recognise characters from books they should have read, find the right definition for different	Students complete the task and then they report it back to the whole class.	Ss-Ss interaction	2’

		types of books – Activity Sheet 1a, 1b, 1c)			
		c) Teacher asks the students to talk about their favourite book and favourite character, bringing arguments to support their choice.	Students answer the teacher's questions and motivate their answers.	Individual work	3'
4.	Reading two extracts from David Lodge's novel "Nice Work"	a) Teacher asks the students to fill in a graphic organiser answering the question "Why read?" (Activity Sheet 2)	Students fill in the paper and then present their results to the whole class.	Group work	5'
		b) Teacher gives the students the first extract from the book and asks them to answer the questions that follow. (Activity Sheet 3)	Ss listen to the teacher's explanation and perform the task. The students' answers are then discussed with the whole class.	Pair work Frontal work	10'
		c) Teacher hands out another working sheet and asks the students to read the second extract; then he tells them to answer the "after reading" questions. (Activity Sheet 4)	Students read the text and then complete the missing information. Afterwards, their answers are discussed with the whole class.	Pair work Frontal work	10'
5.	Speaking	Teacher divides the students in 3 groups and gives each group a different role: some students are parents, others are children and the third group plays the role of counsellors. The first two groups have to brainstorm the most common reproaches/complaints they make about the others (parents about children and vice versa), while the last group has to provide solutions in order to minimize the conflict between parents and children.	Ss use appropriate vocabulary to fulfil the task and then act out their answers in front of the whole class.	Group work  Ss-Ss interaction T-Ss Interaction	10'
6.	Homework	Teacher asks the Ss to	Ss write down their	Frontal Work	1'

		write a letter of advice to a friend who has been experiencing some problems in their relationship to their parents. Students are asked to use both appropriate and various ways to express advice.	homework.		
7.	Evaluation	Teacher makes comments on the way each task is fulfilled during the whole class, and, at the end, he praises and grades the most active students.			1'

Note: The video used at the beginning of the lesson can be created by the teacher or taken from any available source.

## Activity Sheet 1a

**A.**

**1. Mysteries**

**2. Science Fiction**

**3. Fantasy**

**4. Westerns**

**5. Horror**

**6. Thrillers**

**7. Romance**

**8. Historical**

**B.**

a) This type of fiction gets its name because it is focused on creating emotions of terror and dread in the reader.

b) This type of fiction is about love and passion. Normally, the focus is on two characters who fall in love but have problems or obstacles keeping them apart, and there is a happy ending.

c) The story in this type of books normally takes place in the Western U.S. (although sometimes in other locations), most often during the 19th century. Common elements include cowboys, ranchers, the difficulties of frontier life, frontier justice, and conflicts between natives and settlers.

d) This type of fiction is about a crime, usually a murder, and the process of discovering who committed it. The hero(ine) is usually a detective or an amateur doing detective work.

e) This type of fiction gets its name because of the feeling it creates in the reader. It is designed to make the reader's pulse race, to keep him or her turning pages.

f) This type of fiction imagines possible alternatives to reality. It is reality + "What-if." For example: What if the world ended? What if there were life on other planets?

g) These novels are set in a past time period, normally at least fifty years before they were written. They combine a made-up story with realistic details of that time period.

h) This type of fiction is about imaginary worlds and it usually involves magic.

## Activity Sheet 1b

Match the books to their writers.

### A.

1. *Harry Potter Series*
2. *The Adventures of Huckleberry Finn*
3. *Twilight*
4. *Around the World in 80 Days*
5. *Alice's Adventures in Wonderland*
6. *Robinson Crusoe*
7. *Romeo and Juliet*
8. *David Copperfield*

### B.

- a) Jules Verne
- b) Lewis Carroll
- c) Daniel Defoe
- d) Charles Dickens
- e) William Shakespeare
- f) Stephenie Meyer
- g) Mark Twain
- h) J.K. Rowling

## Activity Sheet 1c

Match the words in column A to their definitions in column B

- | A.                  | B.  |
|---------------------|---|
| 1. Character        | a) The broad idea, message, or lesson of a story  |
| 2. Plot             | b) The use of a word or words deviating from its usual meaning. It can also be a special repetition, arrangement or omission of words with literal meaning, or a phrase with a specialized meaning not based on the literal meaning of the words in it. |
| 3. Setting          | c) It includes the multitude of choices fiction writers make as they create a story (point of view and narrator, choices of grammar, punctuation, word usage, sentence and paragraph length and structure, tone, chapter selection, titles, etc).       |
| 4. Theme            | d) A person who tells a story, or a voice fashioned by an author to recount a narrative.  |
| 5. Style            | e) Any person, personal, identity, or entity whose existence originates from a fictional work or performance.   |
| 6. Narrator         | f) It is the time and location in which a story takes place.  |
| 7. Climax           | g) It is also called the storyline and it refers to rendering and ordering the events and actions of a story,   |
| 8. Figure of speech | h) A moment of great intensity in the plot of a literary work, generally bringing events to a head and leading to the conclusion.   |

## Activity Sheet 3

### EXTRACT 1

#### Pre-reading question

Do you like having guests for dinner? Why yes? / Why not?

Read the text below and answer the questions that follow.

“Half of Vic's apprehension about the Sunday lunch was relieved when Robyn rang on the Saturday morning to say her boyfriend, Charles, had a cold, and wouldn't be coming to Rummidge that weekend after all. She herself arrived rather late, and they sat down at table almost immediately. There were paper serviettes at every place setting and, reposing in blue-tinted glass dishes, halves of avocado pear. These last excited much wonderment and derision from the children.

‘What's this?’ Gary demanded, sticking a fork into his half, and lifting it into the air.

‘It's avocado, stupid,’ said Sandra.

‘We don't usually have a starter,’ said Raymond.

‘Ask your father,’ said Marjorie.

All looked at Vic, including Robyn Penrose, who smiled, as if she recognized that the avocado was his personal tribute to her sophistication.

‘I thought it would make a change,’ Vic said gruffly. ‘Don't eat it if you don't want to.’

‘Is it a fruit or a veg?’ said his father, poking doubtfully at his portion. More like a vegetable, Dad,’ said Vic. ‘You pour oil and vinegar dressing into the hole and eat it with a spoon.’

Mr Wilcox scooped out a small spoonful of the yellow flesh and nibbled it experimentally.

‘Queer sort of taste,’ he said. ‘Like candle-grease.’

‘They cost five pounds each, Grandad,’ said Raymond.

‘What!’

‘Take no notice, Dad, he's having you on,’ said Vic.” (David Lodge, *Nice Work*, p. 235)

1. What is the relationship between the characters in the text?
2. What is the setting of the fragment?
3. How would you describe the atmosphere created by the author?

## EXTRACT 2

Read the fragment below and answer the questions that follow.

(After dinner, Vic and Robyn have the following conversation.)

‘It’s my kids who should be worrying about getting qualifications,’ said Vic. ‘Raymond dropped out of university last year. Failed his first-year exams and the resits.’

‘What was he doing?’

‘Electrical Engineering. He’s clever enough, but never did any work. And Sandra says she doesn’t want to go to university. Wants to be a hairdresser, or "hairstylist", as they call it.’

‘Of course, hair is very important in youth culture today,’ Robyn mused. ‘It’s a form of self-expression. It’s almost a new form of art.’ [...]

‘But Sandra could do something better. I wish you’d talk to her, about going to university.’

‘Why should she take any notice of me?’

‘She won’t take any notice of me, [...] You’re nearer her age. She’d respect your advice.’

‘[...] Money isn’t something she [Sandra] understands,’ he lied. ‘None of my kids do. They think it comes out of the bank like water out of a tap - or it could if mean old Dad didn’t keep his thumb over the spout.’

‘The trouble is, they’ve had it too easy. They’ve never had to work for their living. They take everything for granted.’

‘Right!’ Vic agreed enthusiastically, then saw, too late, by her expression, that she was parodying him. ‘Well, it’s true,’ he said.’ (David Lodge, *Nice Work*, p. 238-239)

1. Is Vic proud about his children? Support your answer with examples from the text.

2. What is Vic complaining about (regarding his children)?

3. How does he think he can solve his problem?



Activity Sheet 2

