

Lesson Plan: Regrets (PPPP Format)

Lesson topic: Mentoring-Regrets

Time/Date/Length:, 50 minutes

Grade/Age: Prep class at the university/Adults

Language Level: Intermediate

Context: Regrets

- Overall Objectives:** By the end of the DURING (PRACTICE) stage of reading activity, students will be able to answer comprehension questions related to the text by using reading for gist, reading for specific & detailed information in an article (so that in the POST (PERFORM) stage they will talk about three lessons connected to the area they work in/study or about life in general that they would like to pass on to a younger person in role-play dialogue between an mentor and a young person).

	Time	Group	Activities	Materials/ Resources	Objectives
Prepare (Review/Build interest)	10 min	Whole Class Individual Pairs	-T projects a slide. T shows three sets of pictures about elderly people and mentoring. Says "Look at these pictures, please" "What comes to your mind when you see them?" -T elicits "elderly people, teaching". After eliciting "teaching", T asks Ss if they know synonym of it and elicits "mentoring". -T asks these questions and Ss discuss them with their pairs. <i>1. Do you have any grandparents or elderly people in your life that you talk to a lot?</i> <i>2. Have they taught you anything? What?</i> <i>3. Have you ever taught anyone anything? What did you teach them? How did it go?</i> -T elicits some ideas from the pairs. -T shows the pictures related to block vocabulary (reveal, passion, pensioner, mentor, staff, ex-criminal, volunteer, scheme) on PWP and tries to elicit them by asking questions by looking at the pictures: "In the first picture, what can you see?" <i>CCQs: Is it a noun or verb?, Is it an adverb or verb?</i> -T shows the pictures of block vocabulary without the English equivalents and hangs the words randomly on the board and asks Ss to study with their partners and then come to the board and match the pictures with the words. -T says these words will help them while they are reading. Drill "passion", "mentor", "scheme".	Power Point Presentation CCQs Worksheets	Students will talk about the elderly people and mentoring, and they will match the words with their definitions and pictures.

<p style="text-align: center;">Present (Elicit; Lead students to discovery) (Pre-Reading)</p>	<p>15 min.</p>	<p>Whole Class</p> <p>Individual</p> <p>Pairs</p>	<p>1-(Skimming -reading for gist) -T wants Ss work alone and projects the question on the board. -T hands out the worksheet and asks Ss to check the first paragraph of the article and complete the sentence in 1 minute and when they hear the bell, they will stop reading. -T checks if Ss understand or not by using ICQs like “Will you read alone or with your pair?”, “Will you write the answer or choose the correct option?”, “How many minutes do you have?”, “When you hear the bell, will you continue reading or stop?”. -T asks Ss to check their answers with their pairs and elicits the answer. 2- (Scanning -reading for specific information) - T wants Ss to work alone. Shows the instruction with the activity on the board. -T says Ss will read the article and match paragraphs with sub-headings. Asks ICQs. Then distributes the worksheets and gives Ss 30 seconds to check the subheadings. T gives 5 mins for matching. They peer check. T elicits answers. <i>ICQs: Do you help each other or work alone?</i> <i>What do you do before reading?</i> <i>Do you have any extra sub-headings?</i> Plan B (especially for fast finishers): T asks them to find and underline the sentences which they think help them to find the sub-headings.</p>	<p>Worksheets</p> <p>Power Point Presentation</p> <p>ICQs</p>	<p>Students will read an article to identify the general idea, and to sort and match the specific information.</p>
<p style="text-align: center;">Practice (Controlled; Meaningful language use) (During-Reading)</p>	<p>15 min.</p>	<p>Individual</p> <p>Pairs</p>	<p>3. (Reading for detailed information) Ask Ss to read the text once more but this time in detail (in 10 mins) and answer in short sentences Wh-Questions. -T gives 1 min for checking the questions. While Ss are checking, T monitors and checks if there occurs any unknown vocabulary in the statements. Ask ICQs if necessary. <i>ICQs: Do you help each other or work alone?</i> <i>What do you do before reading?</i> <i>Are you going to write long or short answers?</i> -TPS (with different pairs now). Ss check their answers with different pairs. T elicits the answers. Plan B (especially for fast finishers): T asks them to find and underline the sentences which they think is the answer.</p>	<p>Power Point Presentation</p> <p>Worksheet</p>	<p>Students will read to sort the detailed information.</p>

Perform (Performance-based assessment) (Post-Reading)	15 min.	Whole class Pairs	<p>- Role-Play Activity (An elderly person/Young Person (A mentor-A student))</p> <p>- T thanks Ss for their reading performance.</p> <p>-T elicits some ideas for some regrets. Gives hints for some ideas:</p> <ol style="list-style-type: none"> 1. School - Lessons 2. Home 3. Social life 4. Happiness 5. Health 6. Weather 7. Abilities 8. Money etc. <p>-T asks Ss to find three regrets about their lives and keep in mind, not to tell anybody.</p> <p>-T announces they will have a role-play. Shows picture (Elicits the roles of elderly and young person or a mentor and a student)</p> <p>-T arranges seats so that Ss can sit face to face. T sticks papers reading “Mentor (a number)” to the rows/seats. Asks “Mentors” to talk about three lessons that they want to pass to young people. Asks “students” to check every “mentor” and listen to their lessons. T models the action before they start.</p> <p>-T observes students. Ss change roles and do the role play again.</p> <p>Possible ICQs: <i>What do you do? Tell lessons or listen to them?</i> <i>Will you talk to just one “mentor” or all the mentors?</i></p> <p>If time & errors: Error correction: T notes down the errors during the activity on a notebook. Then shares with the class to discuss them.</p>	Power Point Presentation Role Papers	Students will have an opportunity to talk about three lessons that they would like to pass to a younger person in a role-play activity.
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* The teacher can use any reading material about mentoring or write it on their own.

Contingency Plans: Considering the time, reflect in and use the appropriate Plan Bs written in the lesson plan.