**LESSON PLAN**

**Regional directorate**: North

**School**: Lycée departemental de Séguénéga.

**Level**: Lower sixth D1

**Year** 2019-2020

**Size**: 43 **Boys**: 39 Girls: 04

**Presents**:

**Absentees**:

**Date**: 12/05/2020

**Duration**: 55mns

**Nature of the lesson**: Reading comprehension.

**Title of the lesson**: How I started smoking.

**Teacher**: Mr. PORGO Alhamdou

**Aim**: To raise the awareness of lower sixth students on the issue of smoking.

**Objectives**: By the end of the lesson, lower sixth students will be able to:

-Predict five (05) words which are likely to be in the text.

- Say whether five (05) statements are true or false referring to the text.

-Answer four (04) comprehension questions basing on text.

-Point out four (04) consequences of smoking.

**Pre-requisites**: Lower sixth students have already been familiarized with reading comprehension lessons and paragraph writing.

**Anticipated problems**: Students may have some difficulties to reformulate correctly some questions before the answers.

**Anticipated solutions**: If that occurs, the teacher will help them reformulate those questions correctly.

**Teaching materials**: A board, some chalk, a duster, a bucket of water and a text.

**WARM-UP (4mns)**

**Step1**: Greeting and date writing. (1mn)

The teacher enters the classroom, greets the students and asks a volunteer to tell the date and write it on the board.

**Step2**: Lead-in. (2mn)

The teacher asks: What bad things do people consume?

The students: Drugs, cigarette, alcohol.

The teacher asks again: How do you call the fact of taking cigarette or other drugs?

The students reply: We call it: Smoking. The teacher says: Very good!

**Step3**: Announcement of the lesson of the day. (1mn)

The teacher says: Well, today we are going to deal with a new reading comprehension lesson through a text entitled: How I started smoking. So, I need your attention.

**STAGE1: PRE-READING (8mns)**

**Step1**: Predictions (2mns)

**Instruction**: Now, since you know the title of the text, predict 5 words which are likely to be in the text.

The teacher reports one by one the different predicted words on the left part of the board.

**Step2**: Guiding question (1mn)

**Instruction**: In the text, who suggested that they went outside for some fresh air?

After reporting the predictions, he tells and writes the guiding question on the board below the title of the lesson.

**Step3**: Sharing the text and the students’ silent reading. (5mns)

**Instruction**: Read the text silently to check your predicted words and answer the guiding question. The teacher says:

Well, I am going to distribute the text so that you read it silently to: 1-Check your predictions and 2-Answer the guiding question.

**STAGE2: WHILE READING (18mns)**

**Step1**: Checking the predictions. (1mn)

**Step2**: Answering the guiding question. (1mn)

**Expected answer**: In the text, Roger suggested that they went outside for some fresh air.

**Step3**: Comprehension. (16mns)

**Activity1**: Oral and individual work. (5mns)

**Instruction**: Listen and say whether the following statements are true or false referring to the text. Justify your answers by reading them out of the text.

The teacher tells and writes the instruction on the board.

1- Smoking can solve people’s problems.

2- Jack was very timid at the party.

3- Carlos was as shy as Jack.

4- Carlos had already smoked before the party.

5- The boys thought that smoking was a sign of maturity.

At this level, the teacher asks the questions one after the other. He indicates the paragraph where the answer is and gives time to the pupils to read and answer with justification.

Expected answers: The pupils answer and justify by reading the line (s) corresponding.

1- False- Line3

2- True- Line7

3- False- Line8

4- False- Line14-Line15

5- True- Line19-Line20

To evaluate this activity, the teacher asks the pupils who agree with their mate’s answer to raise their hands. If 3/5 of the pupils give good answer and the majority agrees, he will then consider it satisfactory.

**Activity2**: Written and individual work. (11mns)

**Step1**: Task performing. (6mns)

**Instruction**: Read the text and according to it, answer the following questions.

Before sharing the activity, the teacher tells and writes the instruction on the board.

1. How many cigarettes does Jack smoke a day?
2. What did Jack use as a solution for his timidity?
3. What did Roger do, when they went outside?

4- Why do some people smoke­?

**Step2**: Correction and evaluation.

**-Correction. (4mns)**

Before starting the correction, the teacher asks the students to exchange their exercise copy-books with their neighbors. He tells them also to mark one (01) for each right answer and zero (00) for each wrong one.

**Expected answers:**

1-Jack smokes 20 cigarettes a day.

2- Jack used smoking as a solution for his timidity.

3- When they went outside, Roger took a pack of cigarettes and lit one.

4- Some people smoke because they are timid, nervous or they don’t feel at ease in the society.

**-Evaluation. (1mn)**

The teacher evaluates the performance of the students by asking those who have got 5/5, 4/5, 3/5 to raise their hands. He praises them and encourages the other pupils to do better next time.

**STAGE3: POST-READING (18mns)**

**Step1**: Pair work. (10mns)

**Instruction**: With your neighbor(s), list four consequences of smoking.

The teacher tells and writes the instruction on the board before the pupils start treating the activity. Some minutes later, he walks around to monitor them.

**Step2**: Feedback and adjustment. (8mns)

The teacher listens to the students’ findings and gets them report some correct ones on the board. He then praises all of them for their efforts of findings.

**-Follow-up. (1mn)**

**Instruction**: Write a coherent paragraph to sensitize people on the consequences of smoking. (100 words maximum)

The teacher tells and writes it on the board for them to take down in their exercise copy-books.

**-Note taking, record book filling and attendance checking. (5mns)**

After copying the follow-up, the teacher allows the students to write down the content lesson (the correction the post-reading activity) in their lesson copy-books. He then fills the record book and checks the attendance. When he finishes, he walks around to make sure they are truly copying the lesson.

-**Closing. (1mn)**

The teacher thanks the pupils for attending and participating. Besides, he reminds them of doing the follow-up and closes the class of the day by saying: Good bye!

**ACTIVITIES OF THE PRACTICE**

**Exercise1: (Oral and individual):** **Instruction:** Listen and say whether these statements are true or false. Justify by reading the answers out of the text. (5mns)

1-Smoking can solve people­’s problems.

2- Jack was very timid at the party.

3- Carlos was as shy as Jack.

4-Carlos had already smoked before the party.

5-The boys thought that smoking was a sign of maturity.

NB. This is going to be multiplied in several samples and given to the students at the end of the lesson.

**Exercise2: (Written and individual): Instruction**: Read the text and according to it, answer the following questions. (6mns)

1- Why do some people smoke­?

2- What did Roger do when they went outside?

3- What did Jack use as a solution for his timidity?

4- How many cigarettes does Jack smoke a day?

NB. This is going to be xeroxed as well but shared at the moment students will perform the activity.

**TEXT**: How I started smoking.

People smoke for many reasons: because they are shy, nervous or don’t feel at ease in society, to appear sophisticated and older, to be part of a group. The truth is that smoking doesn’t solve these problems; it only masks and adds to them as 15-year-old Jack understood too late:

**05-** «I can remember very clearly the day I started smoking. I was 12 year- old and my parents had let me go to a Christmas party with my friend Carlos. I was extremely shy and at the beginning I just sat in a corner of the room. However, Carlos was quite different. He looked about 16 year old and acted in a very sophisticated way. After we had been at the party for about half an hour, **10**-Carlos came over to me with Roger and Craig from the year above us at school. We talked for a moment. Then Roger suggested we went outside for some fresh air.

Once we were outside, Roger took a pack of cigarettes and lit one. Craig and Carlos did the same. I was shocked because I knew that Carlos had never **15**-smoked before. Roger asked me if I wanted a cigarette and I said: «No, I don’t smoke. » They started laughing saying that only children didn’t smoke and asking me how old I was. I was so confused that it was hard to say «no». And that’s how I started.

It became a habit after that. I thought smoking was a sign of being a big **20**-boy and that anyone who didn’t smoke was a baby. As I was shy, I used smoking as a solution for it. Whenever I felt anxious I smoked a cigarette. Now, three years later, I smoke about 20 cigarettes a day and I stink of smoke. I have a bad cough and I would like to stop, not only because I know it is dangerous to me, but also because it is costing me much money. To tell the truth, I don’t even **25-**like smoking. I hate it but I simply can’t stop. »

**Adapted from: Isl-collective.com**

**Vocabulary:**

-Stink: have an unpleasant smell.

-Cough: the fact of sending out air from the lungs violently and noisily.

-To suggest: to propose.