**Lesson Plan (Session 22)**

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| Topic | Crimes |
| Aims | Develop reading skills Comprehend the use of prepositions  |
| Growth Language Mindset Strategy | Language mindsets related to L2 writing and punctuationLearn about the malleability of the brainEmphasise the importance of effort  |
| Ability | Reading |
| Vocabulary | Reading text: to swap, identical, a trial, to pretend, to fail, to arrest, to play truant, a birthmark, to get into trouble, an alibi |
| Grammar | Prepositions: at/ on /in (time); on time / in time; in/at/on (position) |
| Class Profile | Secondary students |
| Level of English | A1-A2 |
| Duration of lesson | 1 hour |
| Materials | * Growth Mindset Strategy:

Handout: LM L2 writing and punctuation Video: <https://www.youtube.com/watch?v=g7FdMi03CzI&t=5s> * Reading comprehension task

Students’ handout: Taken from <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Stories-Two-peas-in-a-pod_0.pdf> * Grammar Task

Pdf files: Prepositions: Taken from the book: English Grammar in Use (Intermediate level) Raymond Murphy. |

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| Stage / Task  | Procedure | Time |
| Introduction | T. welcomes sts to the class and discuss with them about their language mindsets related to L2 writing and punctuationT. explains they will continue working with the topic: Crimes | 5 |
| Pre-reading | T tells sts they will work on a reading comprehension activity called: Two peas in a pod:Edie and Evie are identical twins. Identical in appearance, but their personalities are not at all identical. Things get very weird when one of them pretends to be the other. T. asks sts: Would you like to have an identical twin?Task 1: Match the definitions with the vocabulary | 5 |
| Reading | Task 2: Sts read the text and circle the best answer. | 20 |
| Post-reading | Grammar Focus: prepositions: at/ on /in (time); on time / in time; in/at/on (position)T. explains students the use prepositions using pdf files 121, 122, 123Sts do exercises 121.1, 122.2, 123.3T. reminds sts that their brain is malleable and shows them a video. After the video, sts reminds sts how important the effort is and encourages them to do some extra activities to know more about prepositions. | 25 |
| Closing | T. asks sts to write down 3 things they learned that day.3 students read their answers voluntarily | 5 |