LESSON PLAN 1

Name Surname: Cengiz Turan
Lesson Time/Date/Length: 1 hour
Lesson Topic: MacMillan Skillfull 1 Reading&Writing (Second Edition) Unit 4 - Cities
Grade/Age: Young Adults (Students attending a two-semester English Prep Program at School of Foreign Languages, Adana Alparslan Turkes Science and Technology University)
Language Level: Pre-intermediate
Context: Reading & Writing Class
Overall Objectives: Students will read various texts to have them exposed to successful examples of the target writing topic. In this way, they will practice identifying problems and solutions, making inferences, learning words to describe change, skimming and scanning and writing compound sentences; linking clauses. At the end of the unit, students will be equipped with sufficient background knowledge to write a paragraph about "How is traffic changing our cities?"

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Prepare (Review/Build interest)	15 minutes	Whole Class Interaction between students	• Students will be asked "*Look at the title of the reading text "Size doesn't Matter." and also look at the pictures of cities mentioned in the text. What do you think you will be learning in the text?*" Give students 3 minutes to think. • Volunteers will raise their hand and present their opinions and the teacher will facilitate interaction by asking other students what they think about their friend's ideas. • The teacher will demonstrate a vocabulary list as a preparation to the reading passage for the next part. Students will be asked to check them and complete the sentences in the following exercise.	The Coursebook	• Students will activate their schemata about the theme with the first activity. • They will also generate ideas that will be presented in the reading text. • The vocabulary list will help them comprehend the text well and do the following activities.
Present (Elicit; Lead students to discovery)	20 minutes	Whole Class Interaction between students	• Students will be asked "*Skim Size doesn't Matter. Check your predictions. Circle the key characteristics that make each city unique. Underline the key words that helped you answer.*" • Students will be asked to scan the text this time. For the activity, students will be asked to write the paragraph numbers next to the characteristics mentioned in them. • For the next activity, students will be given a paragraph that is the summary of the reading passage they have read. They will be asked to read the passage again and complete the summary with one word for each blank.	The Coursebook	• For the first reading, students will be exposed to the reading text and reinforced to reach the characteristics that make Singapore successful through the first activity. In this way, they will also think critically and reach the main idea. • With the second activity, students will scan and find details in the reading passage. They will do critical reading and making semantic/pragmatic connections among

					• the vocabulary in the text and in the exercise. • The last activity will help them improve their comprehension skills by first drawing the main idea from the passage and also find specific vocabulary to complete the sentences.
Practice (Controlled; Meaningful language use)	15 minutes	Whole Class Interaction between students	• Students will be introduced to "making inferences" stating that "*Writers do not always state everything directly. Sometimes you need to infer meaning. this means you think "outside" a text to interpret information and draw conclusions. We make inferences every day. For example, if someone enters a room shaking a wet umbrella, we can infer that it is raining outside.*" • For the activity, students will be given two sentences from certain paragraphs and be asked to complete it by choosing one of the options. Then, they will be asked why they complete them as they have done and have a whole-class discussion.	The Coursebook	• Students will practice making inferences. • They will also explain their ideas and support their opinions, which is also an efficient activity for them.
Perform (Performance-based assessment)	10 minutes	Whole Class Interaction between students	• Students will be given discussion questions out of the reading passage. *"Which city's traffic solution is the most creative? Which would work best? Why?*	The Coursebook	• Students will synthesize their previous knowledge and what they have learnt and present their ideas in a classroom discussion.

LESSON PLAN 2

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Lesson Time/Date/Length: 1 hour
Lesson Topic: MacMillan Skillfull 1 Reading&Writing (Second Edition) Unit 4 - Cities
Grade/Age: Young Adults (Students attending a two-semester English Prep Program at School of Foreign Languages, Adana Alparslan Turkes Science and Technology University)
Language Level: Pre-intermediate
Context: Reading & Writing Class
Overall Objectives: Students will read various texts to have them exposed to successful examples of the target writing topic. In this way, they will practice identifying problems and solutions, making inferences, learning words to describe change, skimming and scanning and writing compound sentences; linking clauses. At the end of the unit, students will be equipped with sufficient background knowledge to write a paragraph about "How is traffic changing our cities?"

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Prepare (Review/Build interest)	10 minutes	Whole Class Interaction between students	• Students will be asked: "*Look at the chart. A student brainstormed some ideas in response to the question, "How is your neighborhood changing?"* • Students will be presented with more possible changes and asked *"Which changes are positive and which ones are negative for you?"* • The teacher will demonstrate a vocabulary list as a preparation to the reading passage for the next part. Students will be asked to check them and complete the sentences in the following exercise.	The Coursebook	• The activity will help them create an awareness of possible changes in a neighbourhood. It will activate their background knowledge and also learn from each other through discussion. • The vocabulary list will help them comprehend the text well and do the following activities.
Present (Elicit; Lead students to discovery)	20 minutes	Whole Class Interaction between students	• Students will be asked to skim the text and choose the correct main idea among the options given. • Another exercise will ask them to answer true/false question about the text. • The teacher will present the concept of topic sentence and supporting detail stating "The main idea of a paragraph is the most important idea. It is located in the topic sentence. Other sentences support the main idea. Finding them can help you understand the main idea."	The Coursebook	• For the first reading, students will be exposed to the reading text and reinforced to reach the main idea through the first activity. It will ask them to answer the question that the title asks. In this way, they will also think critically and reach the main idea. • Following the exercise that students have practiced skimming, the second exercise will help them detecting details.

					• The explanation will help student be exposed to what a successful paragraph includes. It is also a preparation to their writing assignment.
Practice (Controlled; Meaningful language use)	10 minutes	Whole Class Interaction between students	• Students will be presented two sentences from certain paragraphs of the reading passage. The activity will ask them to sort the sentences as topic sentence and supporting sentence.	The Coursebook	• Students will learn to recognize topic sentences and supporting sentences. It will serve as a model for their upcoming writing assignment
Perform (Performance-based assessment)	17 minutes	Whole Class Interaction between students	• Teacher will facilitate students to brainstorm about their writing assignment topic "How is traffic changing our cities?" The teacher will gather ideas from students and divide them into three categories. • The teacher will present a model paragraph to students. They will be asked to place three supporting sentences into the correct places in the paragraph.	The Coursebook	• The activity will help students activate their knowledge about the topic. • The model paragraph will help them understand what they are expected to write.
Assignment Explanation	3 minutes	Whole Class	• Students are assigned to complete the assignment and upload it to the dedicated Google Classroom before the third lesson of the week.	-	-