**What is your favourite film/book**

Skill lesson (Reading)

OVERVIEW Duration: 40 minutes

Level: 8th grade

**Objectives**:

• Can scan short texts to locate specific information.

• Can understand the main points in simple descriptive texts on familiar topics.

• Can express opinions using simple language.

• Can give simple reasons to explain preferences, given a model.

**Resources**:

• FOCUS 2 NE SB pp. 36–37; WORD STORE 3, p. 7

• TB: Photocopiable Resource 15 pp. 204, 228 • WB pp. 36–37

**Short plan:**

WARM-UP | 2 minutes

PRE-READING | 8–9 minutes

WHILE-READING | 7 minutes

POST-READING | 12–14 minutes

PRODUCTION | 5–7 minutes

**Lesson plan:**

**WARM-UP** | 2 minutes

(T–S, S–T). Books closed. Put Ss in groups and ask them to make a list of as many types of books as possible in 1 minute. Then they can compare their lists.

**PRE-READING** | 8–9 minutes

1 (S–S, T–S, S–T) Ask Ss to turn to p. 36 and look at Exercise 1. Look at the list on the board again and add the words that are on the list in Exercise 1 that have not already been put there. Then give Ss 2 minutes to translate the types of books using a dictionary if necessary. Ask Ss to compare their answers with a partner before doing a class check.

2 (T–S, S–S, S–T) Refer Ss to Exercise 2. Read through the phrases with the class. Form a sentence with each of them and check understanding. Then tell Ss to present the lists they prepared as homework. Put Ss in pairs and give them 2 minutes to discuss their taste in books using the phrases and the words in Exercise 1. When they have finished, invite individual Ss to share their ideas, giving reasons why.

3 (S–S, S–T) Refer Ss to Exercise 3. Give them 1 minute to read the list of comic book and film superheroes and their superpowers. Then put Ss in pairs and give them 1–2 minutes to discuss the questions. When they have finished, invite pairs to share what they have discussed with the class.

EXTRA ACTIVITY Tell Ss to look at all the photos on pp. 36–37 and ask if they have read/seen any of the books/films there. See a show of hands and ask Ss to say anything they can think of that is related to any of the books/films.

**WHILE-READING** | 7 minutes

1 (T–S, S–T) Ss do Exercise 4 individually. Give them 2 minutes to read quickly through the article about superhero films and choose the best title. When they are ready elicit the answer and check. Ask Ss why the other two options are not correct.

2 (S–S, T–S, S–T) Ss do Exercise 5 individually. Give them 4 minutes to do the matching activity and then 1 extra minute to check their answers in pairs before doing a class check. Alternatively, play the recording of the article and have Ss listen and follow the text. Make sure Ss give justifications for their answers.

3 (S–S, S–T) Exercise 6. Put Ss in pairs and give them 2 minutes to discuss the questions in Exercise 5. Then invite them to share what they have discussed with the class and have a brief class discussion.

**POST-READING** | 12–14 minutes

1 (S–S, T–S, S–T) Ss do Exercise 7 individually. Give them 2 minutes to match the words in blue in the article with the definitions. Encourage Ss to read around the words in blue in the article and try to work out the meaning using the context. Then play the recording so that Ss listen and check their answers. Practise the words using choral drilling and individual repetition. Ask concept check questions to make sure Ss understand the meaning of the words in blue in the article.

2 (S–S, T–S, S–T) Ss do Exercise 8 individually. Give them 2 minutes to complete the sentences and then 1 extra minute to check their answers in pairs before doing a class check.

EXTRA ACTIVITY Ask Ss to make sentences using the newly acquired vocabulary items. Then ask individual Ss to share their sentences with the class. Correct if any Ss are using the words incorrectly and point out what is wrong.

3 (T–S, S–T) Exercise 10. Refer Ss to WORD STORE 3E p. 7. Give Ss 1–2 minutes to complete the activity with the base forms of the underlined phrasal verbs in the article. Then play the recording so that Ss listen and check their answers. Practise the phrasal verbs using choral drilling and individual repetition.

EXTRA ACTIVITY Tell Ss to write sentences using the phrasal verbs in WORD STORE 3E or give this as homework.

**PRODUCTION** | 5–7 minutes

(S–S, S–T, T–S) Exercise 9. Give Ss 2 minutes to change the sentences in Exercise 8 to make them true for them. Monitor and support as they do this. Then tell Ss that they will discuss their tastes in film, actors, etc. Put them in pairs and tell them that they must keep talking for a full 3 minutes. As Ss interact with each other, walk around taking notes of what you hear. When they have finished, invite individual Ss to share what their partners said. Finally, give some feedback based on your notes.

**HOMEWORK** 1 Give Ss WB pp. 36–37 as homework. 2 Ask Ss to do Show What You Know in the WB, p. 38.