

#### **4.1) “Notes and Queries” lesson plan**

**Age:** 15 – 19

**Level:** upper intermediate

**Materials used:**(1) copies of the *Notes and queries* section from *The Guardian*; (2) strips of paper with questions alone taken from the *Notes and queries* from *The Guardian*; (3) various newspapers in English and learners' native language

**Group Size:** ca 15 learners

**Lesson length:** 45 minutes

**Aims:** to present students with *Letters* section of various newspapers; to develop summarizing and comparing skills in speech; to raise learners' intercultural awareness by drawing their attention to most important differences between Polish and British press;

#### **Classroom procedure**

**1.** The teacher brings different newspapers to the classroom (3). He/she shows the press around and asks students about different sections of the newspapers. When *Letters* section is mentioned, the teacher asks whether any student has ever written a letter to the newspaper, whether letters are usually formal or informal and, what students general attitude towards this section is. The teacher points out that in case of British press, this section is usually less formal when compared with Polish press.

**Interaction:**  
T -> S -> T

**Time:**  
8 minutes

**2.** Learners work in pairs. Each pair is given a strip of paper with a question (2) and is asked to discuss it and try to find an answer to it. Students are allowed to take notes, but not to write down the full solution to the problem.

**Interaction:**  
S -> S

**Time:**  
6 minutes

The teacher walks around and monitors the discussion helping with vocabulary if necessary.

**3.** Each pair reads out the question (2) and tells the class what they think the correct answer is.

**Interaction:**  
S -> S

**Time:**  
6 minutes

4. Each pair is given a reply to their question (1) and is asked to read it and discuss in comparison with their own answer. Students are allowed to take notes, but are discouraged from writing down the whole summary of the reply.

The teacher walks around and monitors the discussion helping with vocabulary if necessary.

**Interaction:**  
S -> S

**Time:**  
8 minutes

5. Each pair tells the class what the original reply was and how it differed from their own.

**Interaction:**  
S -> S

**Time:**  
6 minutes

6. Each pair is asked to come up with some ridiculous question, similar to those found in (1) copies of the *Notes and queries* section from *The Guardian*, and write it down on a sheet of paper. Students exchange their questions and give brief answers to them.

The teacher walks around and monitors the discussion helping with vocabulary if necessary.

**Interaction:**  
S -> S

**Time:**  
8 minutes

7. When they are done, they read aloud their questions and answers.

**Interaction:**  
S -> S

**Time:**  
4 minutes

### **Anticipated problems:**

Students will probably have a tendency to write down their answers and read them out to the class later on, instead of speaking. The teacher should make it perfectly clear that students should not do it and that it is not accuracy, but the very act of speaking that counts.

Students are going to have trouble with some vocabulary in (1) copies of the *Notes and queries* section from *The Guardian*. That is why the teacher should provide them with the glossary. Words in gloss are passive vocabulary and only serve to help students understand the passages.