

<u>Name of the Teacher</u>	<u>Date</u>	<u>Level of the class</u>	<u>Length of lesson</u>
XXX	XXX	Pre-Intermediate (A2)	60 minutes
<p><u>Lesson Type:</u> Four Skills - Reading</p>			
<p><u>Lesson Topic:</u> Turkish History in England</p>			
<p><u>Lesson Aims:</u> <u>By the end of the lesson, students will be better able to...</u></p> <p>To glean an understanding of a piece of writing through utilising reading techniques which increase in levels of focus e.g. 'reading for gist ' to 'reading for detail'.</p>		<p><u>Lesson Outcomes:</u> <u>By the end of the lesson, students will have...</u></p> <p>Demonstrated their comprehension of the text via completing two activities: 1) ordering 'story strips' to reproduce the original text and 2) answering and discussing questions with a partner regarding the details of the passage.</p>	

Anticipated difficulties:

1. Turkish is a 'Subject-Object-Verb' ordered language with is essentially the opposite of English. This could cause problems when reading larger, more complex sentences.
2. Some students may fail to understand the tense and grammar pretexts of the target vocabulary within the text e.g. Flourish: verb - to Flourish (Infinitive), in the text it is in its past tense form.
3. Some students may become disheartened that they cannot fully comprehend every aspect of the text or do not understand every word or grammar structure.

Suggested solutions:

1. The lesson is structured to allow a gradual increase in informational uptake going from predicting to reading for gist to reading for detail. This should allow the students to slowly pick apart sentences in order to arrive at an eventual understanding, as opposed to requiring that they intake the information in one go. CCQs will also be asked to ensure comprehension.
2. Within Presentation (MFP), special care will be taken to highlight the fact that they may appear conjugated within the text and not in their basic form. The basic form will obviously be presented to them during this stage.
3. I will make it clear that the purpose of this lesson is to improve your reading skills so that you are better able to extract specific pieces of information and not necessarily to understand every aspect of the text. I will also pair stronger students with weaker ones to give further encouragement and help.

Authentic Text (insert reading text here or script of the listening with a link to the recording)

Turkish History in England

Turkish People first began to land in England during the seventeenth century when they had been freed from slavery by English pirates. Queen Elizabeth I wanted to **cultivate** good relations with the Ottomans as well as trying to resist the Spanish. Therefore, the release of the slaves was in the **pursuit of diplomacy**. As a result, Murad III helped to divide the naval force intended for the Spanish Armada. This ultimately led to its defeat in 1588 which potentially saved England from coming under Spanish rule.

In 1627 there were nearly 40 Muslims living in London. Although their precise **origins** cannot be **distinguished**, it was the Turkish Muslim culture which made a dramatic impression on English society during the seventeenth century with the introduction of coffee houses. The Turks in London worked as tailors, shoemakers, button makers and even **solicitors**. By the early 1650s, an English merchant who had been trading in the Ottoman Levant returned to London with a Turkish servant who introduced the making of Turkish coffee. By 1652 the first coffee house had opened in London and within a decade more than 80 establishments **flourished** in the city.

In today's society, Turkish Coffee shops are very popular as is Turkish Coffee. There is a thriving Turkish community within England which has provided this

country with a variety of new food, drink and traditions. It is **estimated** that there are around 500,000 Turkish people living in the UK in 2019.

Passage taken from:

Gilliat-Ray, S 2012. *Muslims in Britain: An Introduction*, Cambridge University Press. <https://doi.org/10.1017/CBO9780511780233>

Please include a rationale for why you have chosen this authentic material and explain whether you have had to adapt this material or not.

I've chosen to use this passage mainly due to its direct relevance to the nationality of my students. I believe their history in this country should be understood and celebrated. This will provide incentive for my students to focus on the passage and strive to decipher the fundamental meaning of the text all the while improving their English reading skills. Furthermore, this passage is suitable for their level, all be it, with a number of target vocabulary which will require presentation.

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
Introduction	To get the students engaged with/excited for the topic of the lesson and gets them thinking about the potential vocab that will appear throughout the lesson.	10 minutes	T-S OCFB	T will present Figure. 1 on the board and encourage students to discuss and propose ideas of what the lesson topic is likely to be about. If students are struggling T will elicit answers for each picture e.g. "What is this?" (pointing to boat picture). T will also do some CCQs for each picture to ensure they understand the concept e.g for boat picture "Is this now?", "Is this old or new?".	Begin using English and start to establish the lesson topic and the vocab that is likely to come up throughout the lesson. Students will also develop some interest/excitement for the topic of the lesson as its directly relevant to their cultural history within this country.

Warmer to introduce the text	To get the students to engage with the theme.	5 minutes	S-S OCFB	T will introduce the title of the text and ask students to make a prediction on what the text will be about. T will then ask students to share what they already know about the topic. T will encourage students to discuss their experiences.	Predict what the text will be about, discuss the topic, and share their experiences.
Presentation of relevant vocabulary	To allow the students to become familiar with and develop an understanding of the target vocabulary in preparation for them to further delve into the text.	10 minutes	T-S	<ol style="list-style-type: none"> 1. T will present the 8 target vocab needed for comprehension of the text. 2. T will work through Meaning, Form and Pronunciation of the target vocab on the board. 3. Meaning: T will give definition, provide example sentence attempt to illicit a synonym of the word from the students. T can provide synonym if students are struggling e.g. <ol style="list-style-type: none"> a. Cultivate: try to acquire or develop something. "I want to cultivate a good working relationship with my colleagues" <i>make, develop, acquire, produce.</i> 4. Form: T will elicit a letter each for the students to eventually spell 'Cultivate' on the board 5. Pronunciation: T will provide the phonemic alphabet of the word / 	Develop an understanding of the target vocab and will gain confidence in preparation for reading the entire passage.

				'κλιττειν/'. T will then chorus the word and do CICing with the word in an example sentence (the one provided in meaning). 6. Repeat for remaining 6 words.	
Practical activity exploring the text Skill: 'Reading for gist'	This gives the students an opportunity to further their reading skills by employing 'Reading for gist' to gain a general understanding of the text.	10 minutes	Ss-Ss	<ol style="list-style-type: none"> 1. T will divide the students into pairs and ask them to discuss the following questions: What type of text is this? What's the text about? 2. T will then pair the students and provide each pair with story strips (Fig. 2) that will be cut up and in the wrong order. 3. T will explain that the pairs must work together and using context must place the strips in the correct order. 4. On completion T will inform the pairs that they must take it in turns to read a sentence out loud to each other. 5. T will monitor closely to ensure the students have the strips in the correct order. T will prompt and elicit correct answer, encouraging students to discover it on their own. 	Skim read the text and answer the questions. Students will then reorder the jumbled paragraphs to show their general understanding of the text.
Activity focusing on detailed understanding of the text	To practise reading for specific information This will be ensured by asking harder questions.	15 minutes	Ss-Ss	<ol style="list-style-type: none"> 1. T will then provide the students with a worksheet (Fig. 3) which will ask the students questions requiring a more detailed understanding of the text. 2. The students will remain in their pairs 	Scan the text and prove they have a good understanding by answering the T's questions.

				and T will encourage them to discuss the answers to the questions.	Discuss the questions in pairs and analyse the text in depth in order to derive the correct answer.
Review of vocabulary	To allow students to see the vocab in a different context fully establishing its meaning in their memory.	5 minutes	S-S	T will hand out the worksheets (Fig. 4) and get the students to complete them individually.	Use the knowledge they have gained throughout this lesson to decipher/deduce which target vocab is needed in the blanks. Consolidate the meaning of the new vocab to memory
End of lesson activity	To allow the students to wind down and enjoy themselves after a challenging lesson. To show the students how much knowledge they have derived from the text compared with the start of the lesson.	5 minutes	T-S	<ol style="list-style-type: none"> 1) T will split the class into two teams and allow them each to choose team names. A point-based system will be implemented. 2) T will use the pictures from the history timeline (Fig. 1) individually to ask questions relating to the text. 3) Question examples see Figure 5. 4) The focus of this activity is to allow the students to have fun and be competitive. T does not need to focus too much on exact reproduction of text (as long as the student can demonstrate comprehension reward them with a point). 5) The focus is on students acknowledging how much more 	Use the knowledge they have gained from their reading exercises/skills to answer the questions. Feel positive about how much information they were able to glean from the text. Enjoy playing a game and be able to relax, ensuring they will leave the lesson feeling positive.

				they can now say regarding the photos with regards to the warmer.	
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Lesson Rationale (700-1000 words):

You should cover: why you have structured the lesson in the way that you have, what each activity will contribute towards the learning aims and how this will be achieved, other activities that you considered including and why you chose not to use them, what you would do if any of your activities didn't work in the way you have planned

I have chosen to structure my lesson in such a format as I believe it allows the students to almost peel away layers of the text gradually exposing more and more depth as the lesson progresses. It's similar to the PPP structure in that it exposes students to certain features, aspects of the language or skills as it systematically approaches a climatic stage which witnesses the students employing all the skills they have gained throughout the lesson.

The **Introduction** will ease the students into the topic of the lesson using visual cues placed along a timeline. I will give the students an opportunity to make educated guesses as to what the pictures might represent. This will get the students thinking and speaking in English and will hopefully ignite some excitement toward the coming lesson.

The **warmer** exposes the students to the title of the text. This exercise will get the students to make a prediction on what the text will be about and discuss experiences they have that are related to the text.

For **presentation of the vocabulary**, I have selected eight target words from the text which I think will cause the most difficulty for my students. This stage has been borrowed from the famous PPP structure so the students will be familiar with the processes of presenting new language – MFP. Within this stage Meaning and form will take precedence with not too much attention given to pronunciation as this doesn't appear within the lesson aim. Particular attention will be given to highlighting the form of the vocabulary and how it may appear in a different form in the text. With the vocabulary understood the students will be able to confidently tackle the text.

Practical activity exploring the text Skill: 'Reading for gist' will require students to skim read the text to gain a general understanding. Students will be asked brief questions to answer before being provided with cut-ups paragraphs that need to be put in order. This will determine the extent to which the students have a general understanding of the text.

Activity focusing on detailed understanding of the text allows the students to not only further their reading skills but also have a discussion in pairs. Even though this is a reading lesson, I strongly believe that an opportunity to discuss/analyse something whilst using English is a complementary learning activity to almost any scenario. The students will now be required to scan the text for specific information in order to answer a set of questions.

For **Review of vocabulary** the students will read sentences and try to work out which of the target vocabulary fits into each sentence. I chose this exercise as it requires the use of the skill 'Deducing meaning from context'. It involves the students using the context of the sentence to deduce the meaning of a word

they don't understand, or in this case, a word that is completely omitted (blank space). They will see the target vocabulary used in a different context from the text and the examples given earlier in the lesson. This, I believe, will further their comprehension of the target word, consigning it to long-term memory. Finally, we finish this rather challenging lesson with a **cool down activity** in the form of a game using a point-based system. This game will be very relaxed and allow students to demonstrate the knowledge they have assimilated via the skills they have employed throughout the lesson. The game encourages students to shout and think quickly. It's important not to be too strict with the answers, just as long as the students have demonstrated a deeper understanding of the photos compared with the start of the lesson. This will allow the students to feel pride with regards to what they have accomplished throughout the lesson ensuring that they leave on a positive note.

I would have liked to have included a bingo game within the 'reading for detail' stage but unfortunately, I found it too difficult to manipulate the game so that it would invoke the necessary skills within the students. In most scenarios, the bingo game was too 'listening heavy' which would have been suitable for another skills lesson but not a reading lesson.

A concern I have is that even within a homogeneously graded group of students you always have differing levels. I think it may be a possibility that a student might not be able to reach the level of comprehension necessary to answer 'reading for details questions' (Fig 3). In this scenario I would attempt to prompt or illicit answers from the student or slightly adapt the questions to their level of comprehension. The purpose of this lesson is to give the students skills to be able to acquire information from English Texts, not necessarily to have a 100% flawless comprehension of every aspect of it. I wouldn't want the student to become disheartened by this.

Bibliography (if needed):

Gilliat-Ray, S 2012. *Muslims in Britain: An Introduction*, Cambridge University Press. <https://doi.org/10.1017/CBO9780511780233>

All images taken from 'Google: Images'.

Materials (include all the materials you plan to use in your lesson, referenced):

Figure. 1 Turkish History in England Timeline

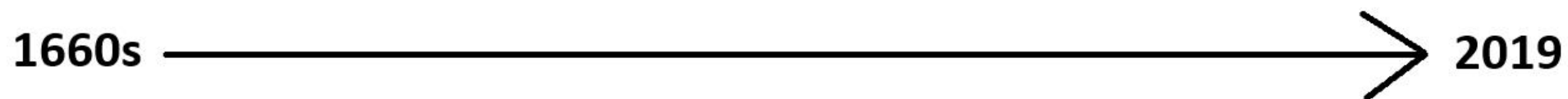


Figure. 2 'Reading for gist' Worksheet.

Turkish People first began to land in England during the seventeenth century when they had been freed from slavery by English pirates.

Queen Elizabeth I wanted to cultivate good relations with the Ottomans as well as trying to resist the Spanish.

Therefore, the release of the slaves was in the pursuit of diplomacy.

As a result, Murad III helped to divide the naval force intended for the Spanish Armada.

This ultimately led to its defeat in 1588 which potentially saved England from coming under Spanish rule.

In 1627 there were nearly 40 Muslims living in London.

Although their precise origins cannot be distinguished, it was the Turkish Muslim culture which made a dramatic impression on English society during the seventeenth century with the introduction of coffee houses.

The Turks in London worked as tailors, shoemakers, button makers and even solicitors.

By the early 1650s, an English merchant who had been trading in the Ottoman Levant returned to London with a Turkish servant who introduced the making of Turkish coffee.

By 1652 the first coffee house had opened in London and within a decade more than 80 establishments flourished in the city.

Figure. 3 Reading for Specific Information Questions

- 1) What did Queen Elizabeth I want to do with the Ottomans?
- 2) What did Turkish People introduce that made a big impact on British society?
- 3) By the year 1662 what had flourished?
- 4) When was the Spanish Armada defeated?
- 5) How many Muslims were living in London in 1627?
- 6) What were the professions of the 'Turks of London'? (What jobs did they do?) Please give 4 answers..
- 7) Name something that Turkish People brought to/established in England?

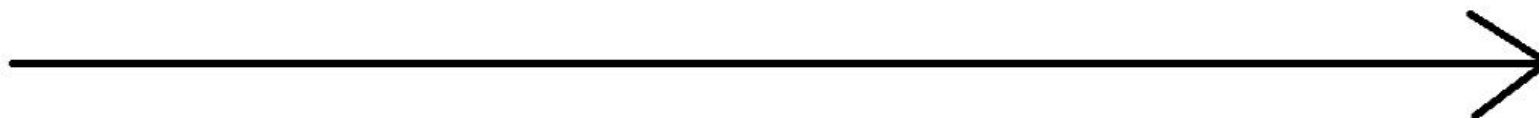
Figure. 4 Worksheet for reviewing vocabulary.

Vocab Review Worksheet

- 8) The people who had just moved in were trying hard to _____ a relationship with their new neighbours.
- 9) Colonel Swayne was not able to continue the _____, and returned to Berbera.
- 10) Instead of war, the leaders all decided on peacemaking and _____ from then on.
- 11) The _____ of humans are thought to have come from Africa.
- 12) The scientist was unable to _____ the insects from one another.
- 13) His father was a _____, and his mother was a doctor. He had very intelligent parents.
- 14) Many industries _____ in the most recent economic boom period.
- 15) I don't know the exact answer, but I could probably give you an _____.

Figure. 5 Example Questions for end of lesson activity

1660s



2019



Boat picture:

1. What is this? (specific)
2. When did it arrive in England
3. Who was on the boat?

Enland Picture:

1. What country is this?
2. Who was the ruler in the 1600s?
3. Who were they at war with?

Turkish Coffee house picture:

1. what is this?
2. When did they begin to flourish?
3. By what year had the first one open in London?

Coffee shop picture:

1. How many Turkish people live in the UK?
2. Use a word to describe the Turkish community in the UK?

