



Lesson plan:

Learning objectives:	Develop confidence in approaching reading tasks – preparing for the reading exam
Lesson objectives:	<ul style="list-style-type: none">• Learners will develop, practise and learn various techniques for improving reading skills.• The class will establish a list strategies• The learners will start a Reading log.

Plan

Activities		Resources
Beginning (20 mins)	<p>Starter activity (10 mins): Quick warm-up with short authentic text (e.g., a headline or tweet in the target language).</p> <ul style="list-style-type: none">• Task: Learners identify key words and predict the main idea.• Purpose: Activates prior knowledge and builds confidence in skimming. <p>Strategy input (10 mins): Teacher-led discussion Explain common reading exam question types (e.g., true/false, gap-fill, inference). Introduce reading strategies:</p> <ul style="list-style-type: none">▪ Skimming for gist▪ Scanning for details▪ Identifying cognates and context clues▪ Eliminating distractors	Exam-style reading texts Strategy handout Highlighters
Middle (30 mins)	<p>Work through an exam-style text as a class.</p> <ul style="list-style-type: none">• Steps:<ul style="list-style-type: none">○ Skim for main idea○ Highlight key words in questions○ Scan text for answers	

Plan		
	<ul style="list-style-type: none"> • Teacher models thinking aloud to show process. <p>Independent practice</p> <ul style="list-style-type: none"> • Learners complete a short reading task individually (exam-style). <p>Extension: For higher ability, include inference questions or synonyms.</p>	
End (10 mins)	<p>Reflection and confidence check</p> <ul style="list-style-type: none"> ▪ Learners share strategies they used. ▪ Quick self-assessment: “How confident do you feel now?” <p>Homework: Learners practise another reading text using strategies learned.</p> <p>For advanced learners</p> <ul style="list-style-type: none"> • Write a short summary in the target language. • Identify any idiomatic expressions or cultural references. 	
Homework ideas	<p>1. Exam-style reading practice</p> <ul style="list-style-type: none"> • Provide learners with a short authentic text (article, blog post, or news snippet) in the target language. • Include 3–5 comprehension questions (true/false, multiple choice, inference). • Learners apply skimming and scanning strategies learned in class. 	
	<p>2. Vocabulary building from context</p> <ul style="list-style-type: none"> • Learners choose 10 unfamiliar words from the text. • For each word: <ul style="list-style-type: none"> ○ Guess meaning from context. ○ Check with a dictionary. ○ Write a sentence using the word. 	
	<p>3. Strategy reflection</p> <ul style="list-style-type: none"> • Ask learners to write a short paragraph: 	

Plan	
	<ul style="list-style-type: none"> ○ Which reading strategies did they use? ○ Which worked best for them? ○ What will they try next time?
	4. Timed reading challenge <ul style="list-style-type: none"> • Give learners a text and set a time limit (e.g., 10 minutes). • Learners record: <ul style="list-style-type: none"> ○ How much they understood. ○ Which strategies helped under time pressure.
	5. Authentic media task <ul style="list-style-type: none"> • Learners find a short article, social media post, or advert in the target language. • Summarise the main idea in English (or target language for advanced learners). • Highlight cognates and key phrases.

Additional information	
Differentiation	Assessment
Adapted tasks for lower ability learners as mentioned throughout activities section. Provide vocabulary lists or sentence starters. Include authentic texts with idiomatic language for advanced learners.	Ongoing assessment throughout the lesson through sharing of answers and reacting to / correcting common misconceptions. The homework task could cover a task which will be formally marked. Reading logs are an excellent way to build metacognitive skills and track progress.
Reflection and evaluation	
Reflection: Were the lesson objectives realistic? What did the learners learn today?	

Additional information

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?