



Stages	Procedure	Time
Objectives	<ol style="list-style-type: none"> 1. To practice <ol style="list-style-type: none"> a. Previewing/Predicting skills b. Sequencing c. Scanning Skills 	
Warmer	<ol style="list-style-type: none"> 1. Teacher asks students to give one word that is associated with tests or exams. This can be like rapid-fire questioning. All students can participate. 2. Teacher then writes most common words mentioned by students. 3. Teacher leads into the topic of the day. 	5 mins
Pre-reading	<ol style="list-style-type: none"> 1. Teacher arranges the students in pairs for Task 1 2. Students plan a study/activity schedule for a test one week away. 3. Teacher elicits students' schedule. 	10 mins
While-Reading	<ol style="list-style-type: none"> 1. Students read the article and compare their schedule with what's in the article by filling in the table with Jonah's schedule. 2. Students answer the questions in Task 2. 3. Teacher checks the answers and provide feedback. 	10 mins
Post-reading	<ol style="list-style-type: none"> 1. Teacher distributes Task 3. 2. In pairs, students scan for answers in the text. 3. Teacher discusses the answer. 	10 mins
Wrap	<ol style="list-style-type: none"> 1. Teacher does a concept check of the lesson 	5 mins

TASK 1 AND 2

STUDY/ACTIVITIES SCHEDULE

	OUR SCHEDULE	JONAH'S SCHEDULE
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

TASK 3

Answer the questions below

1. Why was Jonah afraid when he woke up?
2. Who did Jonah ask advice from about his test?
3. What advice did George give to Jonah?
4. How many hours should Jonah study a week before the test?
5. Is Tom a professional chef?

ANSWERS

Task 1/2

STUDY SCHEDULE for the first week

	OUR SCHEDULE	JONAH'S SCHEDULE
MONDAY	<i>Answers may vary</i>	1 hour of study everyday
TUESDAY		Watch TV
WEDNESDAY		Play computers games
THURSDAY		Football
FRIDAY		Homework

Task 3

1. He realized it was test time
2. George
3. George gave a study plan
4. 2 hours
5. No