

LESSON PLAN : CHEATING LALE

LESSON OUTLINE

The lesson focuses on the reactions and interpretations of a story. The lesson demonstrates how we all interpret events in our own way according to our own value system. The lesson incorporates a psychological test, in which learners can evaluate their own 'value' system and discuss how they interpret characters and events. The lesson starts with sts creating a story from visuals and prompts. Then sts listen to and respond to a story, this is subsequently dramatized and sts are invited to evaluate the characters from their own value positions.

LEARNING AIM:

- To interpret and judge characters' actions in a story.
- To consider and reflect on 'value' systems and what influences our values.
- To introduce the concept of 'melodrama'

SKILLS AIM: (What do you want the students to be able to do by the end of the lesson?)

This is an integrated skills lesson practicing receptive skills and speaking discussion skills based on a story about a young student teacher called Lale. By the end of the lesson students will have had the opportunity to practice their receptive skills and practiced controlled and less guided speaking practice leading into a discussion and then a dramatization of scenes of the story for presentation.

LANGUAGE AIM(S):

Sts will have been introduced to and practiced the target lexis related to the story of 'Cheating Lale'. Particularly they will be exposed to the following common collocations: to go / come out with someone; to make a sacrifice for something; to look after; to pass an exam; to catch someone cheating; to expel someone from college; to refuse to have anything to do with someone.

In addition they practise language of discussion:

Stating opinions: I think that is the best character.... Because...

Agreeing / disagreeing: I agree / disagree and supporting opinions with reasons.. because...

As in any activity developing oral fluency learners need to have the ability to effectively manage an interaction. There are many features of oral interaction that a teacher can focus on but one useful area is that of turn-taking as highlighted in the table:

Strategies to be taught	Example
1. Taking a turn	<ul style="list-style-type: none">• I agree with you but....• You are right but....• I would like to add something here• Sorry to interrupt but....
2. Keeping a turn	<ul style="list-style-type: none">• If you could just let me finish,• If I could just finish,• Let me finish please before you interrupt.
3. Inviting someone to take a turn	<ul style="list-style-type: none">• What do you think about that?• Do you agree with me?

The teacher can introduce these exponents in a previous lesson and monitor how effectively learners use them in this lesson.

Alternatively at the end of this lesson (especially if the discussion can be video recorded) learners can reflect on their turn-taking strategies and self evaluate.

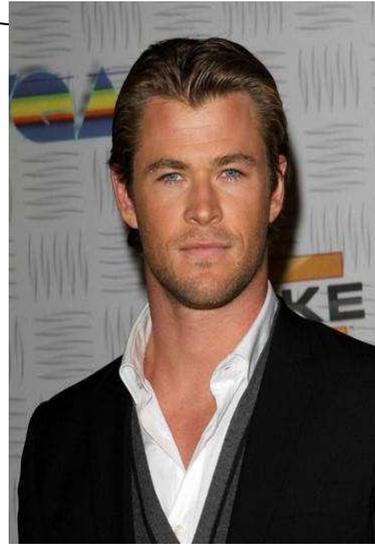
STAGE AIMS TIMING	PROCEDURE
<p>Back to w/b guessing game. To arouse interest and introduce the lesson topic.</p> <p>To set the scene. To activate schemata & establish context.</p> <p>Prediction activity prior to listening. To provide an opportunity for peer teaching of key lexis. To provide guided speaking practice of the story and practise target lexis. To check understanding of context.</p>	<p><u>SETTING THE SCENE</u> The sts are introduced to the topic of the lesson and are introduced to the characters of the story and some lines of dialogue. They use this information to predict the content of the story. This arouses interest and motivates sts to listen to the story in the next stage. One student sits on a chair with their back to the w/b. T: <i>I am going to write a word on the w/b. X can not see it. Do NOT read the word. Can you help X find the word?</i> T. writes CHEATING on the w/b. Sts help X find the word – e.g. “You do it in exams”. “It is wrong”. Etc until X guesses the word. Personalisation. Sts in pairs discuss H/O 1.</p> <p>T. shows picture of Lale. T: <i>This is Lale. How old is she? Is she a student? Where does she live?</i> Elicit ideas from students. T: <i>I am going to tell you a story about Lale. Before that I want to show you the people in the story.</i> Show H/O 2. T: <i>Look at the characters. Look at what they say below. Can you match the lines of dialogue to the characters and with you partner can you make a story.</i> T. forms pairs (It is a good idea to change students positions so there is variety in the interaction patterns). Sts in pairs make a story about the 6 characters in the H/O. T. monitors.</p> <p>T: <i>Stop. Now we will change pairs and you will tell your story to your new partner. Are the stories the same or different?</i> Sts change pairs and tell their stories. T. monitors. Feedback. T: <i>Are your stories the same?</i> If time get one or two students to tell their stories to the class.</p>
<p>To provide practise of listening.</p> <p>To check understanding</p>	<p><u>STORY TELLING</u> The T. Tells the story of Cheating Lale. The story outline is HO. 3. The T. Use gestures and mime while telling the story to help illustrate meaning and can grade the language of the story to the learners’ level and encourage questioning and interaction with sts if desired. T: <i>Now I am going to tell you the story of ‘Cheating Lale’. I want you to listen and see if the real story is the same as your story.</i> T. tells story. This is more effective if told spontaneously without reading. (Alternatively it can be a reading activity and sts read the story). Feedback. T: <i>Are your stories the same? What was different?</i> Sts in pairs discuss the stories.</p>
<p>To break the story into scenes and think about dramatic structure.</p> <p>To practise oral improvisation. To provide preparation for discussion stage.</p>	<p><u>DRAMATISATION (Optional stage)</u> Sts create personal interpretations of the characters and events. Group activity. Sts in groups (X4) practise acting out the story (6 scenes) using and adding to the lines of dialogue. This can be performed as a melodrama.</p> <p>Each group perform it to the class. Feedback – focussing on performance (not language accuracy!) At the end of all the performances sts can change the order of their characters for the psychological test if their ideas have changed having experienced the performances.</p>
<p>To check comprehension and provide further guided speaking practice</p>	<p><u>INTERPRETING THE STORY</u> In this section sts respond to the story in a personal manner identifying the characters they sympathise with and those they don’t. T: <i>We are now going to do a psychological test. Now I want you to put the characters in order. Number 1 is who you like the most down to number 6 who you like the least.</i> Sts write their list individually. T: <i>I want you to compare your lists in groups. You need to explain who you like and explain why.</i> Feedback. T: <i>Who is the best / worst character? Why?</i> Open class discussion.</p>
<p>Freer speaking practice. To develop oral fluency and practise language of discussion.</p> <p>To reflect on personal value systems and the different ways events can be interpreted</p>	<p><u>THE PSYCHOLOGY TEST</u> Students conduct a psychological test and discuss their value systems. This is a free discussion activity to develop oral fluency. <u>Discussion</u> Sts in groups compare their final lists and discuss why they believe their order is the most appropriate based on their interpretation of the story and the dramatised scenes. T: <i>Now I can tell you the results of the psychological test. You all have different ideas about the story. Why? Because you have different psychology and value systems. Each character represents a value. If you like the character a lot it means that the value they represent is important for you.</i></p> <p>Teacher writes the characters and values on the w/b. Feedback. In pairs (change) compare your answers and decide if the test gave a true result for you.</p>

H/O 2.

I love college. It's so much fun. I don't work.



Come out with me. Don't worry about exams. Let's have fun!



I made every sacrifice for her education



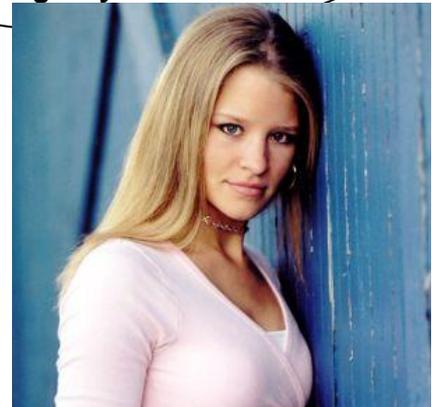
Marry me! Look after my four young children. I have money.



Don't talk to me now. It is too late. You can not pass the final exam.



**Give me 500 YTL
I will give you the answers**



Lale's story.

Lale was a student teacher in her last year. Her father brought her up alone after her mother's death and although a poor fisherman, he made every sacrifice in order to provide for her education.

Lale had lots of fun at college. She went out with her boyfriend Mehmet. He told her not to worry about her studies and didn't allow her time to study. He was very possessive and wanted her to be with him most of the time. When the time came, it was clearly going to be impossible for her to pass the final examinations. Without her teaching certificate, Lale would not be able to get a job and her father's hard work would be for nothing.

Lale asked her tutor what to do. The woman was very angry and told her it was too late to think about that now and that Lale should have worked harder. Lale asked a friend who said that she would give her the answers in the exam if she gave her 500 YTL.

In the exam the teacher caught her cheating and the Director expelled her from the college. When her father found out what had happened, he threw her out of the house and refused to have anything more to do with her.

Now homeless, penniless and with no future Lale met an older man who was a widower with four young children. He said he would marry her as long as she stayed at home and looked after his four children.

CHEATING



Have you ever cheated in an exam?

What happened?

What do you think about cheating?

Have your friends ever tried to cheat? How?

Extension Activities

How could life have been different? (practical work in groups):

Students work in small groups focusing on one moment in Lale's life that contributed to where she ended up in the story. Re-enact the scene making all the characters clear and the lines very specific. Try to run the scene so that has a different outcome.

1. **Speculating about the future (writing notes ready for speaking):** Students are told that it is now ten years later and Lale's life has moved on. Where is she now? What is she doing? As a class students use speculative language to discuss what they think has happened to her. She is writing a letter to her friend/teacher/father (students choose) to tell him/her about her life now. Students write their letters alone or in groups (depending on the level) then hand them out to others to read. Students can then reply to the letter in role as the addressee.

2. **Hot-seating in character (speaking in role).** Students choose one of the characters they would like to be. It is now just after Lale's wedding day. The students prepare the details about their character and how they feel/regret and speak for 30 seconds in role explaining who they are and how they feel about Lale now. The rest of the class thinks of questions they would like to ask the character and ask them questions, in role, for 1 minute.

3. **Collocations and phrasal verbs.** Students read the story again and find and underline collocations they find. They then write their own story using at least 5 of the expressions underlined.