

**Title:** Changing Ideas of Beauty

**Subject:** Vitiligo and Perceptions of beauty

**Grade Level:** Adults B1+

**Lesson Length:** 90 minutes

**Technology/Equipment/Supplies Needed:** computer and projector for presentation, worksheets printed out for each student, blank pieces of paper

**Collaboration (w/ media specialist, other staff):** n/a

**Task/Objectives:**

- 1) Students will practice reading for specific information and answer true/false questions.
- 2) Students will review a familiar range of tenses.
- 3) Students will be able to properly structure a biography-type text and will create one of their own.

**Process (strategies & activities):**

1. Lead-in: (10 min) In pairs or small groups, learners will look at the photo on slide 2 of the presentation and discuss the questions (slide 2). Then the teacher will ask for student volunteers to read aloud the paragraph on vitiligo.
2. Reading for gist: (5 min) The teacher will ask students to read the text from the worksheet and then pick out five facts about Chantelle. After, the teacher will ask students to compare their answers with a partner. If there is time, the teacher will ask one or two students to share their answers with the class.
3. Reading for specific information: (10 min) The teacher will ask students to read the text for a second time and then to answer the true and false questions (worksheet). Then, students will again check their answers in pairs before reviewing as a class.
4. Discussion: (10 min) In small groups, the students discuss the question, “why do people who look different often get bullied? Afterwards, the teacher will have students discuss their answers as a class. Finally, the teacher will display slide 4 from the presentation and the class will discuss if any of the mentioned ideas came up in their discussion.
5. Focus on grammar: (15 min) The teacher will ask the students to find examples of each of the verb tenses from exercise 5 in the text. (answer key on original lesson plan)
6. Focus on organization: (10 min) On the worksheet students will match the paragraphs in the reading. The teacher will explain to students how this can be a good way to organize a short biography.
7. Writing (can be assigned as homework): (30 min) The students can choose an American celebrity/figure to write a short biography about. The teacher should encourage students to do their own basic research on their figure, but to not spend more than an hour on the assignment. The students must use at least four of the six verb tenses discussed in the lesson.
8. Follow-up: The teacher will provide feedback on students' writing assignments. In particular, the teacher should focus on correct verb tense usage and on structure and organization of the biography.

**Resources:**

**\*This lesson is adapted from an original lesson plan from [teachingenglish.org.uk](http://teachingenglish.org.uk)**

<https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/lesson-plans/intermediate-b1/changing-ideas-beauty>

The above website contains links to the original lesson plan, worksheets, and presentation.