

Specimen Lesson Plan 01

Date : 27/01/2022

Subject : English

Unit : 01 (Communication)

Lesson : 01 (Get Acquainted)

Grade: Undergraduates (Engineering)

Class : E 09

Time : 3 hours

Lecturer's name: S. R. I. Pathmasiri

General Objective: To enhance the communication skills (Expressing and asking opinions)

Specific Objectives: 1. Build up a rapport with the students

2. Introduces and exchange Information (Past and Present)

3. Generate ideas and Opinions into writing

4. Introduce the partner (express ideas in front of the class)

5. Get to know the partners' opinions and views (attitudes) / be familiar with face-to-face interviews

6. Introduce "Wh "questions and question forms

7. How the question forms help in Discussions / how they followed by auxiliary verbs / statements/how to start new topic/ function of question words

8. Complete with question words

9. How to express and exchange opinion

10. Introduce Reporting Verbs

11. Importance of English

12. Importance of English

13. Picture description

14. Listen and complete

15. Reading skills + different texts

16. Use of skimming and scanning

17. Fun quiz

18. Summary of the lesson

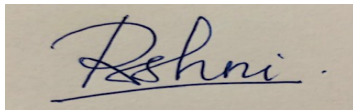
Steps	Specific Objectives	Teaching Technique /Method	Teaching Aids	Teacher Activities	Student Activities	Continues Assessments	Time	
1.	Build up a rapport with the students	Warmer / Pre - task	Family Photograph	Introduces herself (Name, hometown, School University, Hobbies)	Ask the name, home town, School, hobbies of the students	Observation -Background Information -Attitudes	10min	1hr
2.	Introduces and exchange Information (Past and Present)	Pair work	Information of the previous task	Divide the class in to pairs and ask to exchange information (Past and Present)	Express and exchange information	Observation - how the students Work in pairs	10min	
3.	Generate ideas and opinions into writing	Individual	Information Of the Previous task	Ask to write a description \ About the partner	write a description About the partner	Observation -convert ideas into Words - language competency	10min	
4.	Introduce the partner (Express ideas in front of the class)	Individual	The description about the partner	Ask to introduce the partner without the help of the description	Introduce the partner without the help of the description	Observation -Presentation skills -Stage phobia	20min	
5.	Get to know the partners' opinions and views (attitudes) / be familiar with face to face interviews	Pair work	Course book	Ask to answer the given questions	Answer the given questions	Question and Answer	10min	
6.	Introduce "Wh "questions and question forms	Warmer / individual	Work sheet (Question words)	Ask to complete the work sheet	Complete the work sheet	Observation -how far the students are familiar with the question forms	10min	
7.	How the question forms helps in Discussions / how they followed by auxiliary verbs / statements/how to start new topic/ function of question words	Teacher explanation	Course book	Teacher explanation			5min	

8.	Complete with question words	Individual	Course book	Ask to complete with question words	Complete with question words	How far students have understood the question forms	5min	1hr
9.	How to express and Exchange opinion	Teacher explanation + Pair work	Course book	Ask to find the functions of the statements	Find the functions of the statements		5min	
10.	Introduce Reporting Verbs	Teacher explanation + Individual work	Course book Extra examples /News paper articles	Ask to make 3 sentences using reporting verbs	make 3 sentences using reporting verbs		5min	
11.	Importance of English	Teacher + whole Class discussion					5min	
12.	Importance of English	Group work (6 each)	Previous discussion	Ask to form into group of Six and discuss about importance of English in special areas and present it to the class	discuss about importance of English in special areas and present it to the class	Observation -group work skill -presentation skill -attitudes	25min	
13.	Picture description	3 Groups	Course book / picture of 3 famous people	Ask to select one picture for each group and give a description	Select one picture for each group and give a description	Group work skill General knowledge	10min	
14.	Listen and complete	Individual	Reading extract	Ask to listen to the extract and complete the passage	Listen to the extract and complete the passage	Listening skills Note taking skills	10min	
15.	Reading skills + different texts	Teacher explanation + individual	Course book	Ask to answer the question	Answer the question	Reading background For information	10min	

16.	Use of skimming and scanning	individual	Course book	Ask to read the passage and answer question	Read the passage and answer question	Observation -reading skills	15min	1hr
17.	Fun quiz	Pair work	Course book	Ask to get the answers from the partner and check the scores and find the category indicates the characteristics	Get the answers from the partner and check the scores and find the category indicates the characteristics	Observation -attitude -self confidence -characteristics	10min	
18.	Summarize the lesson	Teacher explanation	Black board	Ask and write the key words -Question words -expressing and exchanging opinion -reporting verbs -reading skills (Skim and scan)			5min	

Reflection – The lesson went on well with the allocated time and I was able to build up a good rapport with the students as this was the very first lesson of the Unit 1. The students introduced themselves and I introduced myself as well and it went well as a good warm up activity to get to know each other. The use of “Wh” questions to make different questions to get specific answers were successful. The students learnt to express and exchange Opinions. The activity on reporting verbs gave them the confidence to make sentences using reporting verbs and picture description encouraged group work. The lesson on reading was also done through after introducing reading skills as skimming and scanning. I felt the students enjoyed their first lesson and it was a good start.

Teacher’s signature -



ACADEMIC FOCUS: PREPARATION FOR ACADEMIC STUDY

Learning Objectives

Listening:

- ◆ Listen to lectures
- ◆ Make predictions
- ◆ Listen for specific information
- ◆ Listen and give appropriate answers

Speaking:

- ◆ Ask and answer simple questions
- ◆ Prepare for and take part in a discussion
- ◆ Report the discussion

Reading:

- ◆ Read and understand short texts
- ◆ Transfer information

Writing:

- ◆ Generate ideas for writing tasks
- ◆ Create a plan for writing

VOCABULARY

- A - acquainted
- C - consistent/compensate
- A - auxiliary
- D - deregulated
- E - equalizer
- M - meticulously
- I - intuitive
- C - contingency

- S - skimming / scanning
- T - theory
- U - understand
- D - downsizing
- Y - yearn

GRAMMAR

Question Forms (1) - Information questions (e.g. what, where, why...)

Expressing & exchanging opinions

Reporting verbs - Subject, Verb, Object

Verbs used in Examinations / Assignments - questions & answers

Noun phrases (1) Determiner + adjective + noun

LESSON 01 - Get Acquainted

SPEAKING - Expressing and asking for opinions and views

Asking and answering questions is an important communication skill for academic study in English. Using a range of question forms accurately will help you to participate more effectively in key academic activities such as seminars and discussions, reporting opinions and views and allow you to respond to presentations and lectures.

ACTIVITY 01

Pair work



1. Work with a partner, introduce yourself and get acquainted.

- Find out
 - His/her name
 - Where s/he comes from
 - Which faculty s/he belongs to
 - Which subjects s/he would be / is following

2. Now get to know your partner's past

- Find out
 - Which school s/he went to
 - If s/he has done any sports
 - If s/he could play a musical instrument
 - What her/his hobbies are

3. Write a few sentences describing your partner.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Now introduce your partner to the class. (try not to read out from the above)

ACTIVITY 02

**Get to know your partner
(views and opinions)**



Pair work – (Change your partner)

Use the following questions to interview each other and to ask for and express opinions and views. The questions should also help you to make appropriate plans for your program of studies in English.

a. What have you liked and what have you not liked about learning English in the past?

.....

b. What ways do you think you are most likely to use English in the future?

.....

c. How well equipped do you feel you already are to use English in these situations?

.....

d. How would you use English for your studies at university?

.....

e. How do you plan to work on your English over the next year, apart from coming to class?

.....

f. What skills / aspects do you feel you need to work on in your English studies over the next few months?

.....

ACADEMIC LANGUAGE

Question forms (1) Information questions

In a discussion, you need to be able to ask questions in different ways.

- ⓐ To ask open questions (where any answer is possible), use the question words **what, where, why, when, who, which, how**. These are often followed by an auxiliary verb like **do, does, is, are** or some modal verbs like **can**.

What are the main universities in your country?

How does the education system work?

- ⓑ To ask closed questions (where the answer is usually yes or no), use **do, does, is, are**.

Do you have to pay to go to the private universities? Is it expensive?

- ⓒ Introduce a question on a new topic with - **What about ...?**

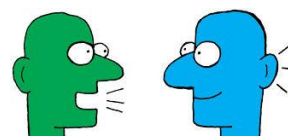
What about the classes?

- ⓓ Statements (without question words) can sometimes be used as questions in **informal spoken language**, especially if you expect a positive answer.

You have to pay to go to private schools?

ACTIVITY 03

Pair Work – Use question forms



1. Complete questions a – f with the following words.

what where why when who how which

- is responsible for student welfare?
- university system do you think is better, state-owned or private?
- do you hope to learn this academic year?
- do lectures normally start, and long are they?
- do you hope to work after you graduate?
- are reading academic texts so difficult?

2. The question words are missing in the following. Insert the question words do, does, is or are where appropriate.

Example – What ‘independence’ mean? What does ‘independence’ mean?

- Which the best university in your country?
- You prefer studying individually or in groups?
- Why you planning to study in English?
- How the university application system work?

ACADEMIC LANGUAGE

Expressing & exchanging opinions

To take part effectively in a discussion, you need to be able to say what you think, to find out what other people think, and respond to their ideas. Remember that people are interested in what you have to say. In Activity 02 you expressed your opinions on the use of English. There are many ways to exchange opinions. Look at the examples for five key functions.

<i>Giving your opinion</i>	- My view is (that) . . .
<i>Asking for opinions</i>	- Do you agree?
<i>Recognizing an opinion</i>	- All right, I understand (that) . .
<i>Agreeing</i>	- I think that’s right, (and) . . .
<i>Disagreeing</i>	- No, I don’t really agree

ACTIVITY 04

Group Work – (3/4 in a group)



For each phrase given below, decide which of the five key functions it is used for.

A. Giving your opinion

B. Asking for opinions

C. Recognizing an opinion

D. Agreeing

E. Disagreeing

..... I think (that) ...

..... What about you?

..... For me, ...

..... I think that's right, but ...

..... Yes, absolutely.

..... Yes, but what about ...?

..... What do you think?

..... I see what you mean.

..... I wouldn't say that.

..... I agree (with / that) ...

..... I would say (that) ...

..... I don't agree with that (at all).

ACADEMIC LANGUAGE

Reporting Verbs

In an academic context, the present tense is used to report what someone said or wrote or what they believe. Reporting opinions and ideas usually follows a simple sentence structure

Subject	Verb	Object
I	<i>would say</i>	(that) English should be a part of university education.
Some people	<i>think</i>	(that) education should be the main priority.
The government	<i>believes</i>	that universities should focus on science, technology, engineering and medicine

There are many other verbs, including: *state, suggest, propose, consider*.

ACTIVITY 05

Group Work



1. **Form into groups of six.** (three pairs to join together)
2. **Appoint -**
 - a group leader – should encourage all participants to express their views.
 - a timer – should monitor the time to complete given task on time.
 - a writer – should note down all the views and opinions discussed.
3. **Elicit views and opinions from each other on whether they think English is important for -**
 - report writing
 - presentations
 - reading
 - writing
 - exams
 - any other ideas
4. **Make a decision on which aspect of the above is important for today's university student.**

(The group leader should encourage all the participants to share their ideas obtained from the discussions. At the end of the discussion, each participant should present the answer to one of the above questions to the class.)

LISTENING - Lectures

Listening to a lecture, like reading, is about understanding the main idea and recognizing key information. In most situations where you need to listen, you can make some predictions about what you will hear based on your previous knowledge. You can use your existing knowledge of the subject to help you predict the content of a lecture, as well as of pre-lecture notes and handouts.

ACTIVITY 06

Group Work



- **Divide the class into three / six groups.**
- **Request each group to choose a picture.**
- **Take a look at three well-known, even famous, people who range from Hollywood, to music, and to politics.**
 - Guess the name of the person? Why is he famous?
 - All three have the same kind of degree – Guess what it is.

(A)



(B)



(C)



ACTIVITY 07

Gap filling



Listen to a short extract about three famous people and complete their profile.

Alfred Hitchcock : An engineer with a talent for suspense	Tom Scholz : MIT grad turned rocker	Jimmy Carter : Peanut farmer, engineer, president
<p>Famed movie director Alfred Hitchcock was schooled in before entering the film He graduated from the London County Council of Engineering and Navigation before to the suspense and psychological genres.</p> <p>Hitchcock's detailed of meticulously drawing scenes shooting allowed him to work out whatever problems would arise. This allowed his work to reflect what he had in his mind's (and on paper) onto the screen.</p>	<p>Before "More Than A feeling" and "Peace Of Mind," Donald Thomas "Tom" Scholz was an</p> <p>Best known from his time in the hard rock Boston, Scholz received both a bachelor's degree (1969) and a master's degree (1970) in engineering from the Massachusetts Institute of Technology in Boston.</p> <p>He was for Polaroid Corp as a senior product engineer when he began to get serious about music.</p> <p>The two passions and the "Boston guitar sound" was as the result of Scholz's experimentation with guitar amplifiers,, and equalizers.</p>	<p>Jimmy Carter the 39th of United States was not only a peanut but also an engineer before taking</p> <p>Carter went to the Georgia of Technology and the US Naval In the navy, he focused on and was chosen for the submarine program. For a short time, he did work in reactor technology and nuclear</p> <p>During his, Carter established a national policy that included conservation, price, and new technology.</p> <p>Although unrelated to his experience but of interest, Carter deregulated the American industry.</p>

- ◆ What is common to all three people?
- ◆ Did you guess correctly?
- ◆ Look up Alfred Hitchcock on the Internet and make a list of the films he made – try to watch a film made by him.

READING – Different Texts

In academic study you will encounter many kinds of texts, which can be read in different ways. Two key skills in reading most texts are **skimming** (reading quickly to get an overview of the text and understanding the main idea) and **scanning** (reading quickly to find key information, or the right part of the texts). You can then read a text more slowly to find more detailed information.



ACTIVITY 08

Think about the following questions.

1. We read for different purposes. Look at the following and try to add more of your own.

to get information	to be entertained	to develop your language knowledge
to learn new things	to make you think	to develop your reading skills
.....
.....

2. What types of texts do you read? (E.g. – text books, magazines, journals, dictionaries, websites, text messages, e-mails)

(a) in your own language -

(b) in English -

3. How do you read – (Pair work)

- Do you have an idea of what the text is going to be about? (Predict)
- Do you always read every word?
- Skim a text to get an idea of what it is about?
- Search for particular words or information?
- Which skill would you use for the following activities?
 - Yellow pages
 - Academic activities
- What reasons are there for using different techniques for reading?

ACTIVITY 09

Read the following article and use the skills of skimming and scanning to answer the given questions.

a) What do you think the text is going to be about? (think/predict)



Hersey and Blanchard's Situational Leadership Theory

Situational Leadership Theory (SLT) is a contingency theory that focuses on the followers. Successful leadership is achieved by selecting the right leadership style, which Hersey and Blanchard argue is contingent on the level of the followers' readiness. Before we proceed, we should clarify two points; why focus on the followers? And what do they mean by the term *readiness*? The emphasis on the followers in leadership effectiveness reflects the reality that it is the followers who accept or reject the leader. Regardless of what the leader does, effectiveness depends on the actions of the followers. The term *readiness* as defined by Hersey and Blanchard refers to the extent to which people have the ability and willingness to accomplish a specific task.

SLT says that if followers are unable and unwilling to do a task, the leader needs to give clear and specific directions; if followers are unable and willing, the leader needs to display high task orientation to compensate for the followers' lack of ability and high relationship orientation to get the followers to "buy into" the leaders desire; if followers are able and unwilling, the leader needs to use a supportive and participative style; and if the employees are both able and willing, the leader doesn't need to do much. Research efforts to support this theory have generally been disappointing, so despite intuitive appeal, approval of this theory must be cautioned against.

1. What is the main argument of Hersey and Blanchard?
2. What is the focus on 'followers'?
3. What is meant by *readiness*?
4. Define the four types of followers and what the leader needs to do.

Type	What the leader needs to do
1.
2.
3.
4.

ACTIVITY 10

A fun quiz Get to know yourself - (Are you a leader?)



A quiz is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. In some countries a quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities and/or skills.

Take this quiz with a partner. Ask your partner the questions and mark the statements your partner agrees with.

- 1. I'd love to do a parachute jump.
- 2. I don't like telling other people what to do.
- 3. I prefer spending time on my own rather than in a crowd.
- 4. I find it easy to set myself objectives.
- 5. I have difficulty making decisions.
- 6. I find it difficult getting to know new people.
- 7. I'd love to travel.
- 8. Friends sometimes complain that I order them around.
- 9. I like to have the advice and support of people more experienced than myself.
- 10. I don't like volunteering opinions in case they are unpopular.
- 11. I like to find new solutions to old problems.
- 12. I would prefer to be a team captain rather than a team member.
- 13. I get embarrassed easily.
- 14. I don't mind where I go with my friends as long as they are happy.
- 15. I like the latest fashions.
- 16. I like to be fully responsible for anything I do.

Now add up the ticks of your partner and check the scores. Three or four ticks in any category indicate characteristics you should take into account of when choosing a job.

Category A : 01 07 11 15

Category B : 02 05 09 14

Category C : 03 06 10 13

Category D : 04 08 12 16

A. Characteristics

The entrepreneur

You are the adventurous type. You enjoy new challenges and taking risks. You could find success anywhere you can put your ideas or genius to good use.

B. Characteristics

The team worker

You work well with others but dislike having responsibility for other people, preferring to implement other people's plans rather than your own. You would probably do well in a team.

C. Characteristics

The backroom worker

You are a little shy, and find it difficult to mix with new people. You would do well in any behind-the-scenes job where you don't have to come face to face with strangers every day, such as a researcher.

D. Characteristics

The leader

You are confident in your abilities and you prefer to be in charge rather than to take orders. You enjoy having lots of people around you and would do well in a managerial post or any job which involves marketing.