

Specimen Lesson Plan 02

Date : 05/02/2022

Grade: Undergraduates (Engineering)

Subject : English

Class : E 09

Unit : 02 (Systems)

Time : 3 hours

Lesson : 02 (Static Descriptions)

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

General Objective: To enhance the ability of making Static Description

Specific Objectives: 1. Introduce static description /How to make a description of an Object?

2. Static Description + Using MS Power Point

3. Introducing linking verbs

4. Identify linking verbs + Complete the paragraph using Linking verbs

5. Function of linking verbs + Describing components

6. Reading and writing description + Parallel writing

7. Testing reading skill (skimming + scanning)+ reference / True - False /Multiple choice/ wh question

8. Introduce prepositional phrases

9. Make statements using Prepositional phrases /Linking verbs

15. Usage of diagrams and data

10. Introduce sentence structure + simple definition

16. Listening + predicate+ comparison+ Question and answer+ Evaluate

11. Description of diagram (Transform of information)

17. Noun phrases

12. Critical thinking + presentation skills /importance of visual and graphic information

13. Presentation skills

18. Summarize of the lesson -static description-linking verbs-prepositional phrases

14. Introduce of different types of diagrams

Step	Specific Objectives	Teaching Technique /Method	Teaching Aids	Teacher Activities	Student Activities	Continues Assessments	Time
1.	Introduce static description / How to make a description of an Object?	Teacher explanation Class discussion warmer	Course book/ Black board/ Picture of a computer	Describe the static description using the visual aid	Co- operate with the teacher to find answers for questions	Observation -active participation	10min
2.	Static Description + Using MS Power Point	Group work	Previous activity / Class discussion	Ask to describe the object and write description using MS PowerPoint and present it to the class and the language used in measurements in unit 2 lesson 1	Describe the object and write description using MS PowerPoint and present it to the class	Observation -group working -Participation -Technical skills (MS PowerPoint) -Presentation skills -Use of language	30min
3.	Introducing linking verbs	Teacher explanation warmer	Black board	Ask to make 3 sentences using linking verbs	Make 3 sentences using linking verbs		5min
4.	Identify linking verbs + Complete the paragraph using Linking verbs	Individual Activity 2 + Activity 3	Course book	Ask to figure out the linking verbs and make 4 sentences using linking verbs + complete the Paragraph using link verbs	Figure out the linking verbs and make 4 sentences using linking verbs + complete the Paragraph using link verbs	Language competency	10min
5.	Function of linking verbs + Describing components	Teacher explanation	Course book / Examples/ Black board				5min
6.	Reading and writing description + Parallel writing	Pair work	Course book	Ask to read the description and write the description	Read the description and write the description	Observation -ability of parallel writing	10min
7.	Testing reading skill (skimming + scanning) + reference / True - False / Multiple choice/ wh question	Individual	Reading Passage	Ask to read the passage and answer the question	Read the passage and answer the question	Observation -Reading speed -extract information	15min
8.	Introduce prepositional phrases	Teacher explanation + class discussion	Course book/ Black board	Ask to make 3 sentences using prepositional phrases	Make 3 sentences using prepositional phrases		10min

1hr

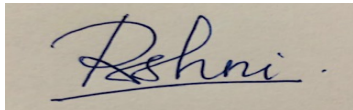
9.	Make statements using Prepositional phrases / Linking verbs	Pair work	Course book	Ask to join the words and make the statements	join the words and make the statements	Observation -language competency	10min	1hr
10.	Introduce sentence structure + simple definition	Teacher explanation	Course book	Ask to write two simple definitions	write two simple definitions	Observation -ability to use sentence structure	5min	
11.	Description of diagram (Transform of information)	Pair work	Picture in course book	Ask to write a description	write a description	Observation -ability to transform Of information	10min	
12.	Critical thinking + presentation skills -importance of visual and graphic information	Teacher explanation + Individual	Course book	Ask to discuss the difficulty level of presentation skills	discuss the difficulty level of presentation skills	Observation -attitudes -challenge taking Skills -stage phobia	5min	1hr
13.	Presentation skills	Group work	Pictures of course book Activity 4 /5/7	Ask to make a presentation describing a picture from activity 4/5/7	Make a presentation describing a picture from activity 4/5/7	-Writing skills -Language Competency -presentation skills -transform of information	15min	
14.	Introduce of different types of diagrams	Teacher explanation +class discussion	Course book pictures	Ask to match the diagrams and find the diagram suits the information	Match the diagrams and find the diagram suits the information	Class discussion	5min	
15.	Usage of diagrams and data	Pair work	Course book	Ask to evaluate the importance of using diagrams and data using the given reasons	Evaluate the importance of using diagrams and data using the given reasons	Observation -opinions -attitudes	15min	
16.	Listening + predicate +comparison +Question and answer +Evaluate	Group work	Reading passage	Ask to predict the skills before listening to the passage. Compare your answers with another group. Questions and answers -evaluate your answers with the passage	Predict the skills before listening to the passage. Compare your answers with another group. Questions and answers -evaluate your answers with the passage	Observation -listening skills -note taking skills -extract specific Information -evaluation -prediction	15min	

17.	Noun phrases	Group work	Course book	Ask to identify the Phrases. Figure out the Importance of Noun Phrases in listening	Identify the Phrases. Figure out the Importance of Noun Phrases in listening		10min
18.	Summarize of the lesson -static description -linking verbs -prepositional phrases	Teacher explanation	Black board	Ask and write the key words			5min

Reflection- It was aimed to teach how to describe an object using few objects we use daily, and the students came up with various descriptions. The linking verbs also introduced in the lesson and the students were able to make sentences using linking verbs and it was connected to the lesson describing objects.

The time allocated for the lesson was well managed. The lesson was mainly focused on dimensions and mathematical related content. Prepositional Phrases, Noun Phrases and sentence constructions was aimed as grammatical components. I felt the students made a major contribution in the lesson discussions as they are very well familiar with the content of the lessons.

Teacher's signature -



ACADEMIC FOCUS: DESCRIPTION & DEFINITION

Learning Objectives

Listening:

- Ⓞ Identify the features of academic language
- Ⓞ Describe dimensions of various objects
- Ⓞ Use symbols, numbers, signs

Speaking:

- Ⓞ Make simple presentations on a general topic
- Ⓞ Ask and answer questions from peers
- Ⓞ Discuss a technical passage with peers

Reading:

- Ⓞ Read and understand a short descriptive text
- Ⓞ Understand simple information in an academic text
- Ⓞ Identify contextual references in a text

Writing:

- Ⓞ Identify the type of language and features of language used for writing about dimensions
- Ⓞ Write a description on dimensions of objects

VOCABULARY

- D** - dimension
- E** - efficient, external
- S** - statement, strategy
- C** - critical, content
- R** - ratchet, revert
- I** - illustrate, interpret
- P** - predict, priority
- T** - transform, thimble
- I** - introduction,
- O** - organism
- N** - nuclear

GRAMMAR

- | | | |
|-------------------------------|---|---|
| Noun Phrases (2) | - | adjective + noun, noun + prepositional phrase |
| Sentence Constructions | - | subject + verb + complement (noun /adjective) |
| Link Verbs | - | verbs which connect subject & predicate |
| Prepositional Phrases | - | preposition + noun |

LESSON 02 - Static Descriptions

SPEAKING

Discussion - What type of information do you have to include to make a good description of an object?

- Ⓜ What it is - Definition, component parts
- Ⓜ Structure - Features - size, colour, material etc.,
- Ⓜ Uses - What it is used for

ACTIVITY 01

Group Work



1. Work in groups of 4-5 and describe the following objects.

- 1. Computer
- 2. A building in the university
- 3. Television
- 4. Car
- 5. Mobile phone

2. Write a short description on one of the above objects and make a short presentation; you can use power point for your presentation.

(Use the language to describe measurement you learnt in Unit 02, lesson 01.)

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WRITING

ACADEMIC LANGUAGE

Link Verbs

A link verb is a verb which connects a subject to its predicate without expressing an action. A link verb is used to re-identify or describe its subject.

He	is	a student.	She	looks	great.
Subject	Link verb	Predicate	Subject	Link verb	Predicate

The word, phrase, or clause which follows a link verb to re-identify or describe the subject is called the subject complement.

The most common linking verb is the verb to be. Other common ones relate to the five sense (E.g.: *to look, to feel, to smell, to sound, to taste*)

A list of common link verbs:

* to be - (am, is, are, was, were, will be, was being, has been)

* to appear * to become * to feel * to look

* to seem * to smell * to sound * to taste

Link verbs are not action verbs.

He smells the chemical. (action verb) The chemical smells awful. (link verb)

The inspector will feel the fabric. (action) The fabric feels soft. (link verb)

ACTIVITY 02

1. Underline the link verb.

1. He was my best friend.
2. The trees in the university look ancient.
3. Sunil has been an engineer for five years.
4. All the students seemed relieved at the end of the semester.
5. Mala should have been thrilled to win a scholarship to the Moratuwa University.
6. The students felt confident about the final exam.
7. Ranjith will be an engineer after one more year of study.



2. Write four sentences with a link verb. (pair work)

- a.
- b.
- c.
- d.

ACADEMIC LANGUAGE

Describing Component Parts

Link verbs are often used to describe component parts of an object;

A	consists of	
	comprises	X and Y
	is composed of	
	is made up of	
A	includes XY etc.,	
A	contains B and C	

ACTIVITY 03



Here is a description of a computer. Fill in the blanks with appropriate link verbs.

1. The computer an expensive machine which is used to perform a finite number of arithmetic and logical operations.
2. A computer many component parts.
3. Mainly it at least one processing element, a form of memory, a mass storage device, input devices and output devices.
4. The input devices and the output devices a key board, mouse, display screen, printer etc.
5. The key board and the mouse generally plastic.
6. The mass storage device a large amount of data.
7. Laptops, desktops and iPods different types of computers.

ACTIVITY 04

1. Read the following description of a simple transformer.

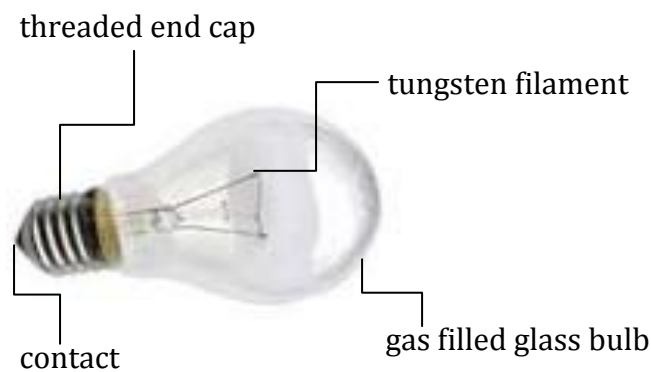
A description of a simple transformer

A simple transformer **is** a static machine used for transforming power from one circuit to another without changing frequency. A simple transformer **consists of** two coils, a primary and a secondary, wound on a former which is mounted on a soft iron core. The coils are **made up of** a number of turns of insulated wire. The core **is composed of** thin laminations. Either E and I or U and T shaped laminations are used. The former is mounted on the centre limb of the E or T.



2. Based on the above description write a short description of a bulb.

Your description should include the definition, component parts, materials made of, types, uses etc.



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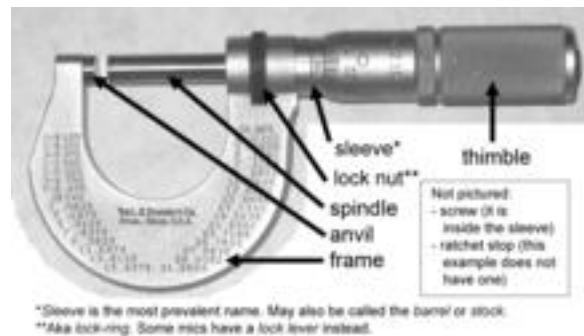
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READING



ACTIVITY 05

Read the following passage and answer the questions.



The parts of a micrometer caliper, labeled. (Notice also that there is a handy decimal-fraction equivalents chart printed right on the frame of this inch-reading micrometer.)

A micrometer is an instrument which is used for measuring small distances precisely. **It** can measure with precision of 0.01mm. A micrometer consists of a steel frame in the shape of a semi-circle. Attached to one end of the semi circular frame is a small anvil. The other end of the frame extends outwards. There is a piece of metal in the shape of a cylinder fitted on to this extension. This cylindrical part is called the barrel or the sleeve.

Inside the barrel is a screw thread. A spindle screws through the barrel. Connected to the spindle is another cylindrical piece of metal called the thimble which fits over the barrel. The ratchet which turns the spindle is attached to the end of the thimble. Most micrometers have a lock nut, or a locking ring, so that the spindle can be locked in any position. Measurements are taken between the anvil and the end of the spindle. **They** are read off from numbers which are marked on the barrel and the thimble.

A micrometer works like a screw which is turned in a nut which is fixed. If a screw is turned once in a stationary nut, **it** will move forward a small distance. This distance is equal to the pitch of the thread of the nut. Let us say that the screw thread of the barrel of a micrometer is 0.025" in pitch. If the spindle is rotated one revolution, **it** will move forward a distance of 0.025".

(English, in workshop practice, Alan Mountford)

1. State whether the following statements are True (T) or False (F)

- 1. The micrometer is a linear measuring instrument. ()
- 2. The barrel is attached to an end of the steel frame of the micrometer. ()
- 3. The thimble is attached to the spindle. ()
- 4. The ratchet turns the spindle. ()
- 5. The numbers of the micrometer are marked on the barrel. ()

2. To what do the following words refer?

- 1. **It** (line 1) -
- 2. **They** (line 11) -
- 3. **It** (line 14) -
- 4. **It** (line 16) -

3. Underline the correct word to describe the component parts of the micrometer

A micrometer consists of a (cylindrical / semi circular / conical) steel frame. Inside one end is a small (anvil / ratchet / locknut). Attached to an extension of the other end of the (frame / spindle / barrel) is a (semi-circular / cylindrical / triangular) barrel or sleeve. A (thimble / spindle / lock nut) screws through the barrel. The (thimble / spindle / barrel) is connected to the spindle. A locknut is attached to the end of the (thimble / spindle / locking ring). The spindle can be locked by the (screw / ratchet / lock nut).

4. Describe the location of the following component parts

- i. Where is the screw thread?
- ii. Where is the spindle?.....
- iii. Where is the thimble?.....
- iv. How are the measurements taken?.....

WRITING

ACADEMIC LANGUAGE

Prepositional Phrases

When describing component parts of an object, **prepositional phrases** are used; A prepositional phrase starts with a preposition and ends with a noun.

- ⊗ Inside the barrel is a screw thread.
- ⊗ A small anvil is attached to the end of the frame.
- ⊗ A spindle screws through the barrel.

ACTIVITY 06



Make statements about how the following parts are joined.

E.g. - **Anvil:** micrometer / attached / one end / frame

The anvil of a micrometer is attached to one end of the frame.

i. **Ratchet:** micrometer / attach / one end / thimble

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ii. **Legs of the callipers:** reverted / each other / top

.....

iii. **Legs of dividers:** connect / each other / top / with a spring

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iv. **Scriber:** scribing block / fixed / side / vertical spindle

.....

v. **Shaft of the hammer:** fits on to / head / right angles

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ACADEMIC LANGUAGE

Sentence Structure - Simple Definitions

Especially in scientific and technical texts, there are typical structures for giving definitions. Simple definitions often take this structure:

Key term + verb (be) + group or class + (in) which/that/where/when + defining features.

A food chain is a series of living organisms in which each organism eats the one below it in the series.

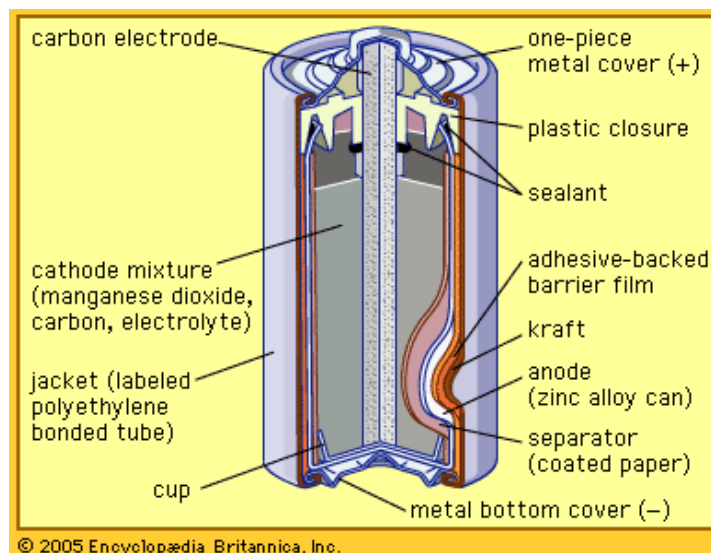
In place of the verb *be* you can use phrases like - *is/are*, *defined as*, *can/may be defined as*, *is often defined as*. This shows recognition that other definitions are possible.

Plants can be defined as living organisms that grow in the ground and have leaves, a stem, and roots.

ACTIVITY 07



Study the diagram and write a description of the dry cell. Your description should include a definition, component parts, structure, features, and uses.



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SPEAKING

Participating in seminars sometimes involves giving a short presentation of factual information. Often this will involve the use of visual information, such as diagrams. Using a diagram can help you to organize what you want to say, both by reminding you of the key points you want to include and illustrate / describe these for your audience.

It is common to be asked questions even after a short presentation. As a result, you need to be able to ask and answer questions about the presentation, clarify information, and repeat or rephrase information.

ACTIVITY 08



Critical thinking – discussing presentation Skills Group work

1. Think about giving a presentation in a seminar. How easy or difficult are the following skills in English?

Write **E** for easy, **FE** for fairly easy, or **D** for difficult for each one.

- a. Giving a presentation to a very large group. -
- b. Keeping eye contact when you are speaking. -
- c. Coordinating speaking and using equipment. -
- d. Managing time while speaking. -

In academic texts, a considerable amount of information is presented in visual or graphic form. This can summarize, define or demonstrate a large amount of information in a way that readers can understand and interpret quickly. This visual information provides illustration and supporting evidence for your argument. It is therefore an important skill to be able to refer accurately to visual and graphic information in your academic writing.



ACTIVITY 09

Presentation - Group Work

Select one of the diagrams from - Activity 04, 05 or 07. Make a short presentation describing it. You can include details such as the definition, component parts, materials made of, types, uses etc.

ACTIVITY 10

Identifying types of Diagrams

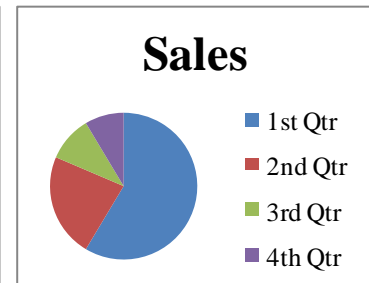
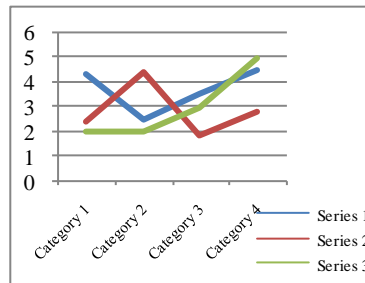
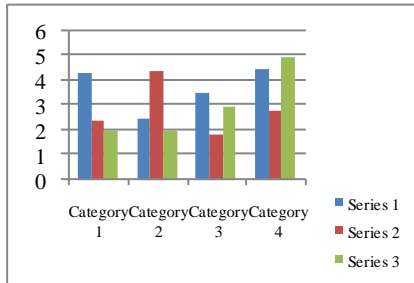


1. Match 1 – 3 with the correct diagram.

a. pie chart

b. bar chart

c. graph



2. Which type of diagram in the above would you use to show the following information?

- Trends – e.g. increase in the number of engineering students over the past 05 years.
- Proportion – e.g. percentages of students in the different faculties.
- Comparison – e.g. female/male ratio of engineering students over the past 05 years.

ACTIVITY 11

Critical Thinking – Using diagrams and data



Read the reasons below for using diagrams and other data in written texts. Work in groups of 4 or 5 and discuss whether or not each one is important, and give reasons.

- An argument with diagrams and data can be more convincing than one without.
- There are a lot of statistics available and therefore we should use them in our writing.
- Visual information looks attractive on the page.
- Research is essential in academic life, and much research contains statistical data.
- Statistics in the form of visuals can express a lot of information concisely.



LISTENING

ACTIVITY 12

You are going to listen to the continuation of the lecture of the 'Most important skills that graduate engineers say they need in their current jobs'.

1. Look at the following list and decide / predict which skills you think are the most important.

- a. being able to learn information quickly
- b. having technical ability
- c. being creative
- d. being able to communicate well
- e. being good at solving problems
- f. being able to analyze well
- g. dealing with people
- h. being good at mathematics

2. Work in groups of three or four and compare your ideas. Give reasons for your answers.

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3. Listen to the lecture and answer the questions

a. What was considered to be the most important skills by both the graduates and employers?

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b. Why is this skill seen as so important?

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c. What other skills were considered to be important?

.....

d. What does the lecturer believe these facts suggest?

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4. Look back at your predictions in 1. Were they correct?

ACTIVITY 13

Note taking – Identifying noun phrases



1. Look at the notes given below about the lecture. What kind of phrases are they? Why has the note taker decided to write them down?

- ⊗ Current skills
- ⊗ Three groups – engineering graduates/most important skills for current job
- ⊗ Total list – fifty different skills; shortlist – six key skills

2. Why are noun phrases important in listening for the main idea?

Select from the following reasons.

- a. They are made up of nouns which, as content words, contain the important information.
- b. They contain ideas which need to be explained.
- c. Explanations usually occur after or around the nouns.
- d. If you listen for nouns, you don't need to listen to every word.
- e. Speakers often stress nouns to help comprehension.
- f. Speakers only stress the nouns.