

Specimen Lesson Plan 04

Date : 03/03/2022

Grade: Undergraduates (Engineering)

Subject : English

Class : E 09

Unit : 04 (Change)

Time : 3 hours

Lesson : 02 (Different Types of Processes)

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

General Objective : To enhance the ability of using different types of processes, diagrams in academic writing

Specific Objectives : 1. What are processes ? Different types of processes

2. Categories processes + presentation

3. Describe process + Making Notes + intensive listening

4. Read and answer Read and complete the diagram

5. Summarize process + Draw diagrams (Transform of information)

6. Introduce passive voice

7. Active and Passive voice

8. Discuss a simple process

9. Write a process using the diagram

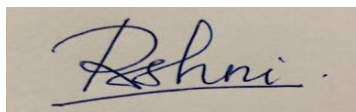
10. Summary of the lesson process diagrams Active and Passive voice

Step	Specific Objectives	Teaching Technic /Method	Teaching Aids	Teacher Activities	Student Activities	Continues Assessments	Time	
1.	What are processes ? -Different types of processes	Teacher explanation	process of a computer (picture)	Show the different types of processes			10min	1hr
2.	Categories processes + presentation	Pair work Activity 1 + 2	Course book	Ask to match the processes with the diagrams and categories the process according to the nature and prepare a presentation	Match the processes with the diagrams and categories the process according to the nature and prepare a presentation	Observation -Presentation skills -Understanding of process	30min	
3.	Describe process + making Notes + intensive listening	Pair work	Reading passage	Ask to listen to the passage and predict the order of usage + make short notes + usage of the key words	listen to the passage and predict the order of usage + make short notes + usage of the key words	Observation -intensive listening	20min	
4.	Read and answer Read and complete the diagram	individual	Reading passage	Ask to read the passage and answer the question and complete the diagram	Read the passage and answer the question and complete the diagram	-Ability to transform of information	20min	1hr
5.	Summarize process + Draw diagrams (Transform of information)	Pair work		Ask to read the passage and Summarize the process + draw a diagram to Describe the passage	Read the passage and Summarize the process + draw a diagram to Describe the passage		20min	
6.	Introduce passive voice	Teacher explanation	Course book				10min	
7.	Active and Passive voice	individual		Ask to decide Active and Passive voice	Decide Active and Passive voice		10min	

8.	Discuss a simple process	Pair work		Ask to discuss and write a simple process using the sentence structure of cause and effect	Discuss and write a simple process using the sentence structure of cause and effect relationship		20min	1hr
9.	Write a process using the diagram	Pair work	Pictures of the book	Ask to look at the diagram and write a process	Look at the diagram and write a process	-Transform of information	30min	
10.	Summary of the lesson -process -diagrams -Active and Passive voice	Teacher explanation					10min	

Reflection – Different types of processes and how to write a process description was discussed with the students and the language skills they need to write the description was given. Pair work and individual work was encouraged, and I felt the students understood and got the main objective of the lesson. The students seemed to be very confident as the content were familiar to them. Throughout the Reading task grasping specific information was tested. I felt the time allocated for the lesson was sufficient.

Teacher's signature -



ACADEMIC FOCUS: PROCESS WRITING

Learning Objectives

Listening:

- Identify cause and effect relationship in listening texts
- Identify different steps in a process while listening
- Take a note of a process while listening

Speaking:

- Present a process using diagrams/power point presentations on different types of processes

Reading:

- Read and understand language used in expressing cause and effect relationship
- Rephrase - read and understand language used in different types of processes
- Understand specific information in a passage
- Summarize, Transfer information
- Take a note on a process

Writing:

- Identify the type of language and features of the language used to show cause and effect relationship
- Plan & write a simple cyclic process
- Write different types of processes using appropriate markers

VOCABULARY

P - phenomenon,

R - rotate

O - organism

C - concept, circuit

E - ecology,

S - serious,

S - sequence

W - wrench

R - rotate

I - intake

T - trigger

I - intervene

N - notch

G - grocery

GRAMMAR

Cause & effect Language (1) Different structures

Cause & effect relationships (2) Use of conjunctions,

Cause & effect relationships (3) Nouns, verbs, and prepositional phrases

The Passive Voice (1)

Sequence markers - First, then, next

LESSON 02 - Different types of processes

Descriptions of processes are an essential element in all academic texts. A process may be **linear** (step 1 - step 2 - step 3) or it may consist of two or more different stages which take place at the same time.

SPEAKING

ACTIVITY 01

Pair Work



Match the different kinds of processes 1 - 3 to diagrams A - C

1. **A linear process** with stages one after another in a set order.
e.g. researching, writing, and submitting an essay; a manufacturing process;
2. **A Cyclical process** with a sequence of stages which repeats itself many times without a break.
e.g. seasonal change (spring - summer - autumn - winter - spring...)
3. **A multi-layered process** with stages occurring at the same time.
e.g. driving a car; making a film;



A.



B.



C.

2. (Group work) Think of another example for each process that you know.

What were the main stages in each process?

- a. Linear process -
 Stages -
- b. Cyclical process -
 Stages -
- c. A multi-layered process -
 Stages -

Processes can also be categorized into two types. They are natural processes and artificial processes.

Oxygen cycle: Natural cyclic process

A simple circuit: Artificial cyclic process

Porcelain manufacturing: Artificial linear process

ACTIVITY 02



1. Below there are different types of processes.

Discuss with your peers and categorize these processes according to their nature and justify your categorization to the class;

Process	Category - Natural / Artificial, Linear / Cyclical etc.
1. Hydrologic cycle	
2. Four stroke cycle	
3. Cement manufacturing	
4. Simple bell circuit	
5. Nitrogen cycle	
6. CO ₂ cycle	
7. Glass manufacturing	
8. Tea manufacturing	

2. Choose one of the above processes and draw out the process writing the necessary words and give a short presentation.

LISTENING

ACTIVITY 03



Predicting

1. Look at the verbs which would be used by the lecturer to describe the process of photosynthesis. Predict the order in which you think they would be used.

absorb breakdown convert generate grow produce release take in use

.....

2. Listen to the extract and take notes on the stages of the process, using the above verbs as a guide.

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3. **Underline the key verbs given above and see if your predicting order is correct. Listen again and see how these words were used in the extract?**

Word	How it was used
absorb	
use	
convert	
broken down	
release	
produce	
grow	
take in	
generate	

READING

ACTIVITY 04



1. **Read the following passage and answer the questions.**

The hydrologic cycle begins with the evaporation of water from the surface of the ocean. As moist air is lifted, it cools and water vapour condenses to form clouds. Moisture is transported around the globe until it returns to the surface as precipitation. Once the water reaches the ground, one of two processes may occur; 1) some of the water may evaporate back into the atmosphere or 2) the water may penetrate the surface and become groundwater. Groundwater either seeps its way into the oceans, rivers, and streams, or is released back into the atmosphere through transpiration. The balance water that remains on the earth's surface is runoff, which empties into lakes, rivers and streams and is carried back to the oceans, where the cycle begins again.

1. How does the hydrologic cycle begin?

.....

2. How are clouds formed?

.....

3. What do you understand by 'precipitation'?

.....

4. What happens to the water when it reaches the ground?

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5. What do you understand by 'transpiration'?

.....

6. What is 'run off'?

.....

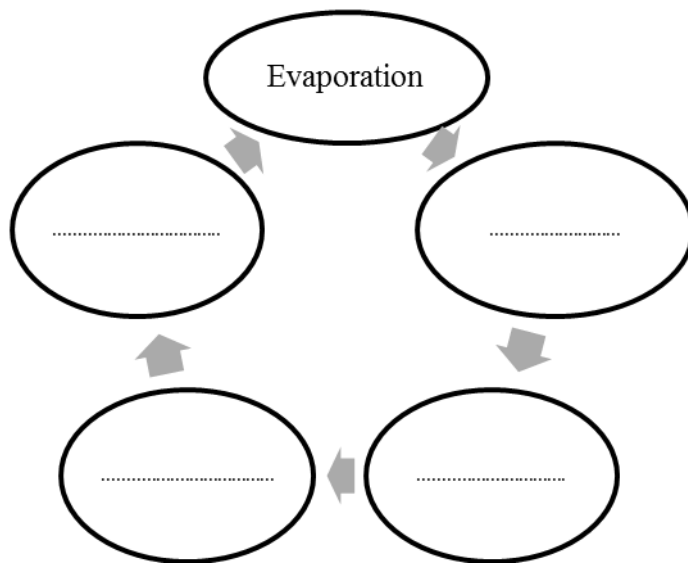
7. What type of process is involved in the water cycle?

.....

8. Why is it called a 'cycle'?

.....

2. Use the information in the above passage and complete the following diagram.



ACTIVITY 05



1. Summarize the processes involved in each step of the cycle.

Four stroke cycle - A four-stroke engine (also known as **four-cycle**) is an internal combustion engine in which the piston completes four separate strokes which comprise a single thermodynamic cycle. A stroke refers to the full travel of the piston along the cylinder, in either direction.

INTAKE: this stroke of the piston begins at the top dead centre. The piston descends from the top of the cylinder to the bottom of the cylinder, increasing the volume of the cylinder. A mixture of fuel and air is forced by atmospheric (or greater) pressure into the cylinder through the intake port.

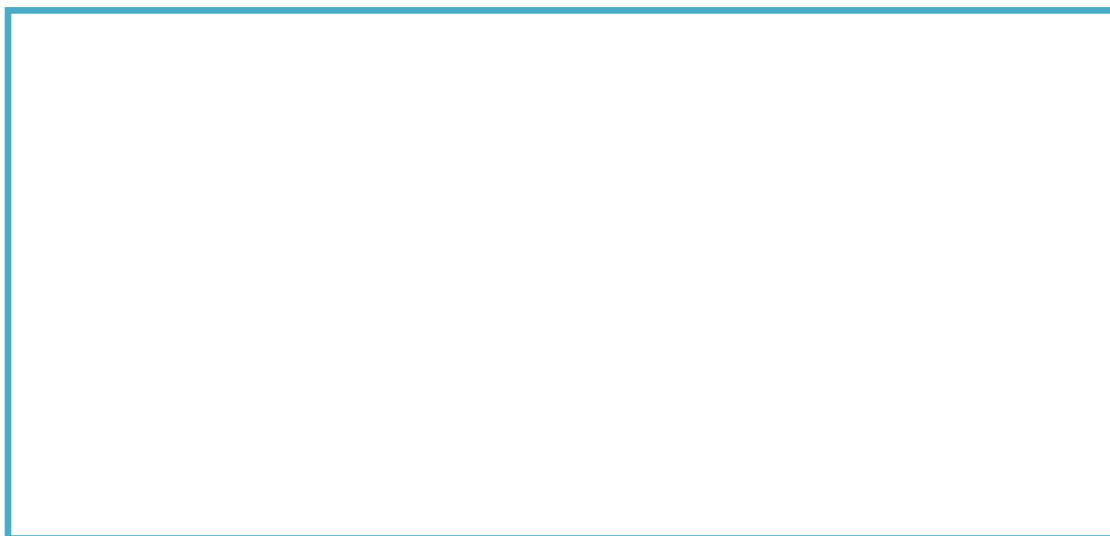
COMPRESSION: with both intake and exhaust valves closed, the piston returns to the top of the cylinder compressing the air or fuel-air mixture into the cylinder head.

POWER: this is the start of the second revolution of the cycle. While the piston is close to the top dead centre, the compressed air–fuel mixture in a gasoline engine is ignited, by a spark plug in gasoline engines, or which ignites due to the heat generated by compression in a diesel engine. The resulting pressure from the combustion of the compressed fuel-air mixture forces the piston back down toward bottom dead centre.

EXHAUST: during the *exhaust* stroke, the piston once again returns to the top dead centre while the exhaust valve is open. This action expels the spent fuel-air mixture through the exhaust valve(s).

Step	Process
Intake	

2. Draw a diagram to describe the contents in the passage 'Four Stroke cycle'.



ACADEMIC LANGUAGE - Grammar Focus:

The Passive voice (1)

In academic writing the passive is often used to maintain the focus on the topic of the essay or article. It is used especially when the topic has been mentioned previously and the sentence introduces new information.

Active: The wind transports the moisture around the globe.

Passive: The moisture is transported around the globe.

Active: The heat of the sun lifts the moist air.

Passive: The moist air is lifted (by the heat of the sun).

When the actions in the process are carried out by an agent (doer), the passive voice is employed.

When the actions in the process do not have an agent active voice is used.

Active: Water vapour condenses to form clouds.

Active: It returns to the surface as precipitation.

