

# English lesson plan

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Lesson Plan Form: 2 Level: Low intermediate – high intermediate Date: 4th Mac 2013 Time: 1 hour 30 minutes Subject: English Topic: Natural Disaster (Geography) Focused skill: Speaking (interaction and fluency) Integrated skill(s): Writing, reading and thinking skills Grammar structures/lexical items/phonology: Lexis related to natural disaster; earthquake, flood, victim and etc Curriculum Specifications: Form 2 – 1. : Level 2, vi) Participating inteacher-guided class discussions on topics of interest by; agreeing to another and saying so, disagreeing politely with another and giving one's opinions, defending one's point of view. Learning outcomes: By the end of the lesson, the Ss will be able to: \* Content: Enhance their knowledge about the types of natural disaster: Know the positive and negative effects of the natural disaster \* Language: Use the register and lexis related to natural disaster e. catastrophe, volcanic eruptions, seismic waves, cyclone etc: Increase their orals with friends in L2: Practice genuine communication\* Cognition: Make predictions based on logical thinking: Reflect on how the catastrophe affects people's life \* Internationalisation: Develop their knowledge and awareness about the countries that are prone to natural disaster Moral values and educational emphases (as appropriate): Develop awareness of the natural disaster, working collaboratively Previous knowledge: Students already know types of natural disasters and a few basic effects and also mind mapping technique Anticipated problems and proposed solutions: Problem: Ss have problems with vocabulary in the reading Solution: Group discussion, provide dictionary or give personal help to the Ss Resources: LCD projector, laptop, speaker, a video that consists of many natural disaster, dictionaries, power point of the effects of natural

disaster, reading for earthquake, flood, tornado, volcano eruption and tsunami (5 copies each), blank table for vocab lists and blank table for the comparison between the types of natural disaster

Stages/ timing| Teaching-learning activities | Interac-tion| Rationale| A) Lead in 5 - 10 minutesB) Task 125MinutesC) Task 230Minutes D) Task 330 minutesClosure5 Minutes| 1. Make sure all Ss have a piece of paper and a pencil 2. Tell Ss that they are going to draw a scene that you will describe 3. Dictate the following text: ‘ Draw three houses in the middle of the paper. Each of the houses has 4 windows and a door. On the roof of one of the houses, there is a man with a girl. On top of the paper, draw some clouds and pouring rain. There is water around the houses that touches the top windows of the houses...’. 4. Ask Ss to look at their picture and think what has happened in the scene. Eg: a. Hurricane b. Tsunami c. Flood 5. Get some ideas from the Ss of what they think is happening 6.

Try to elicit other vocab related to natural disaster from the Ss. E. g: a. Tornado b. Drought c. Catastrophe and etc 7. Write the Ss answer on the board 1. Tell Ss that they are going to watch a video of various types of natural disaster (the video is about 7 minutes) 2. Ask Ss to draw a mind map of what they predict they might see in the video. Tell Ss that they can use the vocab written on the board) 3. Ask Ss to add the types of natural disaster (if they do not have it yet) and jot down the effects they have seen from the video to their mind map 4. Play the video through laptop (make sure that the sound is in good) 5. Ask Ss to check if their prediction is right 6.

Ask Ss to talk to their pair about the video (3 minutes) a. What do you feel? b. What have you found out? 7. Bring the students attention together and

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discuss with the whole class (7 minutes) 8. Ask Ss if they could think of the other effects of natural disaster. (8 minutes) E. g: c. Are there any positive effects? d. If yes, what are they? e. What about the negative effects? 9. Show Ss the list of aftermath using the power point presentation 1. Divide Ss into small groups of 5 or 6 each and assign number to each of them from 1 to 5 (some Ss might have to be ‘ Siamese twin’). 2. Assign each group with a type of natural disaster E. g: Group A – Earthquake, Group B – Tornado, etc 3.

Tell Ss that they will have to read materials based on the topics and while reading, they need to fill in the table given with lexis (either subject specific terminologies, academicvocabularies or other lexis) from the text given. 4. Provide the blank table and the materials to the groups according to their topic (everyone in Group A will get the reading on earthquake and others get their own topic). 5. Ask Ss to compare their answer with their friends. They could add more lexis as they are discussing. 1. Tell Ss that all of them are the representatives for their topic. They will present the information about the natural disaster to the people from the other groups 2. Ask Ss to reread the materials. This time to find information about the natural disaster. E. g: a. The causes b. The effects c. The countries involved d. The process and etc 3.

Ask Ss to discuss and compare their finding with the group members (10 minutes) to check and support understanding 4. Regroup the Ss based on their assigned numbers (Group 1, 2, 3, 4 and 5) 5. Ask the Ss to share and compare their findings and with the others (10 minutes) 6. Provide Ss with blank table (one each) 7. Ask Ss to complete the table with similarities and differences of the other types of natural disaster 8. Gather the Ss attention 9.

Discuss the answer together 10. Ask Ss what they have gathered or find most interesting from the discussion. (10 minutes) E. g: a. Do you find any similarities? b. Do you think there is any way to avoid it from happening? 1. Ask Ss what they have learnt and what they feel 2.

Summarize the lesson|

PlenaryIndividualPlenaryPlenaryPairsPlenaryPairsPlenarySmall

groupsIndividualSmall groupsPlenaryIndividualsSmall groupsPlenary| \* To introduce the topic \* To engage the Ss \* To make the Ss interested \* To initiate interaction \* To promote interactive lesson \* To practice prediction \* To listen for specific information \* To encourage reflective thinking \* To allow them to practice their orals with peers \* To expose them with the subject specific terminologies \* To promote understanding of the lexis \* To give specific purpose for reading \* Encourage discussion and information exchange \* To encourage reasoning skills|