

# Lesson Plan

**Subject :** English language

**Class:** First Grade High School

**Time:** 30 minutes

**Language Focus:** Vocabulary – Reading (lesson 6)

**Topic: Vocabulary** (*steam - burn* )

**Reading:** *The Boy Who Made Steam Work* (paragraphs 1-3)

**Prior Knowledge:** Students are at pre-intermediate level. They have already been exposed to such activities.

**Materials:** English Book 1 –Realia (a box of matches, a glass of very hot water) – Pictures – Board – Chalk

**Abbreviations:** T=teacher, S=student

Step	Time	Activity	Tasks (Teacher)	Tasks (Pupils/ Groups)	Interaction	Purpose
1	2 mins	<i>warm-up</i>	T starts warm-up.	Ss take part in warm-up.	T ↔ Ss	Arouse interest. Help have a warm opening.
2	2 mins	<i>Review of the previous lesson</i>	T listens carefully.	The <b>review group</b> of the day would ask questions about lesson 5 from their friends .	Ss ↔ Ss	Activate Ss' participation. Let students interact.
3	10 mins	<i>Teaching vocabulary</i>  <b>Burn</b> <b>Steam</b>	1. T starts with realia, burns a match and asks questions leading Ss to the concepts Fire and <b>Burn</b> .	Ss follow T and answer her/his questions.	T ↔ Ss	Arouse interest. Get Ss interact. Ss learn realistically.
			2. T repeats the word and ask Ss to repeat after him/her.	Ss repeat after T.	T ↔ Ss	Help Ss with correct pronunciation.

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3. T goes on to show the picture of fire <b>Burning</b> , asking more questions.	Ss take part in the activity.	T ↔ Ss	Give more practice with the new word.
4. T checks a few individuals' pronunciation	S repeat after T	T ↔ S	Focus on pronunciation
5. T, with the help of Ss, write a sample sentence on the board.	Ss help T to write a sample sentence.	T ↔ Ss Ss ↔ T	Contextualize the new word . Let Ss interact.
6. T shows a glass of hot water, asks questions conveying the concept <b>Steam</b> .	Ss follow T and answer her/his questions.	T ↔ Ss	Arouse Ss' interest. Get Ss interact. Ss learn realistically
7. T goes through similar procedures, parts 2, 3, 4, 5, done teaching the word <b>burn</b> .			
6. T asks groups to make sentences with the new word.	Each <b>group</b> make sentences.	Ss ↔ Ss	Use the word in different contexts. Ss share learning.
7. T asks groups to write their sentences on the board.	<b>Groups</b> write their sentences on the board.	Ss ↔ Ss	Get Ss more involved. Motivate Ss ' sense of competition.
8. T asks Ss to give their opinions about the sentences.	Ss discuss the sentences.	Ss ↔ Ss	Ss self-correct. Help peer learning.

4	20 min	<b>Reading</b>	1. T refers to the picture of the kettle and asks questions about the lid of the kettle which has moved from its place, T asks whether steam can move things. 2. T tries to activate <b>schema</b> for the power of steam.	Ss answer T's questions.	T↔S	Arouse Ss' interests. Make the reading task easier. Make Ss mentally prepared for the text.
		<b>Pre-Reading</b>	4. T introduces the topic, <i>The Boy Who Made Steam Work</i> 5. T asks Ss to talk in their group and guess what the lesson is about.	Ss try to guess the content of the lesson.	T ↔ S S↔S	Get Ss more involved. Make Ss curious. Let Ss interact.
		<b>In-Reading</b>	1. T reads the text aloud.	Ss listen.	T ↔ S	Help with pronunciation barriers to reading. Give general view of the text.
			2. T asks Ss to read each paragraphs quickly. 3. T asks a few general questions.	Ss read the text. Ss answer the questions.	T↔Ss T↔Ss	Practice fast reading. Ss practice skimming.
		4. T asks <b>groups</b> to read the whole text once more and answer the questions that follows.	Ss ( <b>Groups</b> ) read the text more carefully once more.	Ss↔Ss	Lead S to comprehensive reading. Let Ss share their understanding.	

	5. T asks some groups to give their answers.	Ss call out their answers.	Ss↔T	Ss interact.
	6. T asks other students to give their opinions and discuss the answers.	Ss take part in discussing the answers.	Ss↔Ss	Let Ss self-correct. Ss learn from their peers.
	6. T asks a few <i>higher – rank</i> questions.	Ss read the text more carefully and answer T’s questions.	T↔Ss S↔S	Lead Ss toward higher-level reading.
<i>Post-Reading</i>	1. T asks groups to make questions and ask each other.	<b>Groups</b> make questions and check each other’s understanding.	Ss↔Ss	Ss have more exposure to the text. Ss check their peers understanding.
	2. T asks Ss to close their books and guess what will happen next.	Ss take part in the <b>guessing game</b> .	Ss↔Ss	Activate Ss imagination. Activates the <b>Schema</b> for the next part.
<i>End-up</i>	T gives them homework for the next time.	Ss will work at home		Ss will have more practice. This stabilizes their learning.

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