

Lesson Plan No 16

Date: 4th October 2019

Class: Grade 9B

Level: UTEL 3

Topic of the lesson: The greatest wealth (Unit 9)

Lesson focus: Speaking and sentence structure

Number of the participants: 20- 25 students

Time duration: 80 minutes (Double periods)

Learning outcomes:

On the successful completion of this lesson students will be able to,

- describe the given picture
- list out the vocabulary related to the given picture
- rewrite the jumbled sentences using the correct sentence structure

Assumptions: Students can recognize the relevant words for the given pictures

Anticipated Problem: Students may unwilling to speak alone

Possible Solution: If necessary, give some time to be prepared

Material and equipment:

- Chits (Appendix 1)
- A picture (Appendix 2)
- Flash cards (Appendix 3)
- Textbook
- White board
- A4 Sheets
- Market pens
- Glue
- Sissor
- Celo tape

Procedure:

Time	Procedure	Stage Aim (SA) and Material Used (MU)	Teacher Role	Students Role	Interaction
10 mins	Ask randomly selected students to come to the front and take a chit. Then play the hot-seat game as the lead-in. Instruct them to tell a sentence about the word that they got and let the others to ask questions and guess the words. All	<p>SA:</p> <p>Lead-in to introduce vocabulary</p> <p>MU:</p> <p>Chits (Appendix 1)</p>	Teacher will instruct the students and help the students	Students will actively engage in the task	Among peers-Teacher

	<p>the vocabulary in the chits are related to the hospital.</p> <p>Write down the vocabulary list on the board.</p>				
15 mins	<p>Paste the picture on the board and let the students to study the picture. Ask the students to be in a pair and to describe the picture in five sentences.</p>	<p>SA: Speaking (Pair work)</p> <p>MU: A picture (Appendix 2)</p>	<p>Teacher will instruct and monitor the class</p>	<p>Students will engage in the task and will speak about the picture</p>	<p>Teacher- pairs</p>
20 mins	<p>Meanwhile the others doing the speaking task ask the students to make the meaningful sentences by using the flash cards and the picture on the page 106 in the textbook. Let them to write down those</p>	<p>SA: Pair work (Activity 2)</p> <p>MU: Flash cards (Appendix 3) A4 sheets Textbook glue</p>	<p>Teacher will instruct the students and monitor the class</p> <p>Feedback will be given as a whole class discussion</p>	<p>Students will engage in the task actively</p>	<p>Among peers</p>

	sentences in their exercise book.				
15 mins	Appoint randomly selected students and ask to read the selected passage on the textbook page on 101 and 102. And then as a whole class ask them to read all the passages. Then discuss the meaning of each passage with the students	SA: Reading MU: Textbook	Teacher will instruct and monitor the class	Students will actively engage in the task.	Teacher to whole class
15 mins	Ask the students to do the do the activity on the page 102 in the textbook	SA: Evaluation (Individual task) MU: Textbook	Teacher will instruct the students and monitor the class Feedback will be given as a whole class discussion	Students will actively engage in the task.	Teacher – Individuals

Take home task:

Ask the students to do the activity on page 59 in the workbook.

Appendix 1: Chits

Admission

Queue

Stethoscope

OPD (Outpatient
Department)

Kneeling

Medicine

Wards

Trolley

Doctor

Pushing

Appendix 2: Picture



Appendix 3: Flash Cards

admission.	are	to take	They	waiting	many people
an attendant	are	in the OPD.	There	one nurse	and
is	queue	There	for OPD.	a long	
near	having	The doctor	the trolley	is standing	the stethoscope.
in the	One nurse	to help	is kneeling down	wheelchair.	the patient
the ward.	The trolley	towards	is pushing		

Answer key for the Activity 2

They are many people waiting to take admission.

There are an attendant and one nurse in the OPD.

There is a long queue for OPD.

The doctor is standing near the trolley having the stethoscope.

One nurse is kneeling down to help the patient in the wheelchair.

The trolley is pushing towards the ward.