

- Subject** : English Language
Class : Form 4 A (41 students)
Duration : 1 period (40 minutes) **Date:** 12 July 2006 (Tuesday)
Level : Intermediate and above
Topic : *Loving our country (Descriptive Writing)*
Skills focus : Writing
Language content : Adjectives and Adverbs
Previous knowledge : Students have been taught the generic structure of a descriptive text and they have been exposed to several sample texts. They have also learnt how to organise their points appropriately.
- Curriculum specifications** : 2.2 Process information for various purposes by:
 b) extracting main ideas from print materials
Level 2
 vii) identifying main ideas in a simple text
 viii) identifying supporting details in a simple text.
- 2.3 present information to different audiences by:
 j) using appropriate format, conventions, and grammar when presenting information.
- General objectives** : Upon successful completion of the lesson, students will be able to:
 i) produce a simple descriptive text based on the points given collaboratively.
- Specific objectives** : Upon successful completion of the lesson, students will be able to:
 i) write out a short descriptive text (collaboratively) by using the situation and notes given.
- Teaching aids** : *handout*
Moral value : collaboration
References : *KBSM textbook*

Lesson development

Stage	Activity and content	Rationale
Set Induction (5 minutes)	<ol style="list-style-type: none"> Students are told to recall the generic structure of a descriptive text. Teacher asks students to state the purpose of writing a descriptive text. Teacher tells students that they are going to learn how to write a descriptive essay by expanding the ideas available. 	- to make a review of what the students have learnt and to help them to generate some preliminary ideas related to the topic.
Presentation (15 minutes)	<ol style="list-style-type: none"> Teacher writes on the board a short introduction: <ul style="list-style-type: none"> "It was a lazy day. I felt very sleepy and unwilling to get out of the comfort of my bed." Students are then told to give comments on how to improve the introduction given. After getting students' comments, teacher tell students that they are going to modify the introduction into a more interesting version (together with the teacher) 	- explanation is given so that the students are clear about the purpose of writing the text and understand what they are supposed to do.

	<ol style="list-style-type: none"> 4. Students' ideas are priorities and teacher should always facilitate the students in terms of organisation and elaboration. 5. After finishing modifying the introduction, teacher will show students another introduction (<i>appendix 1</i>) with the same gist but it is written in a more interesting style. 6. Teacher explains how the use of adjectives and adverbs or even figurative languages can provide more vivid descriptions of an event/person/place. 	<p>- example given by the teacher provides a correct model for the students to follow.</p>
<p>Practice (15 minutes)</p>	<ol style="list-style-type: none"> 1. Students are now told to sit in groups. 2. They will be given Worksheet 1, in which they need to complete and come out with their own version. 3. Teacher will monitor the groups as they are trying to complete the task. 4. Teacher will also facilitate students in terms of grammar and vocabulary (highlight some useful vocabulary). 	<p>- students are told to work collaboratively in order to make them familiarise with the structure of an argumentative text.</p>
<p>Closure (5 minutes)</p>	<ol style="list-style-type: none"> 1. Teacher asks students have they have learnt from the lesson. 2. Teacher instils the moral value of working together. 	<p>- to make an overview of what the students have learnt and also to instil moral value.</p>

Self reflection:

Comments:

Appendix 1

Introduction of “A Lazy Day”

The thick, burnt scent of roasted coffee tickled the tip of my nose just seconds before the old, faithful alarm blared a distorted top-forty through its tiny top speaker. Wiping away the grit of last night's sleep, I slung my arm like an elephant trunk along the top of the alarm, searching for the snooze button. While stretching hands and feet to the four posts of my bed, my eyes opened after several watery blinks. I crawled out of the comforter, edging awkwardly like a butterfly from a cocoon, swinging my legs over the side of the bed.

Worksheet

Change the following introduction into a more interesting opening.

A Rainy Day

The rain was falling heavily on my neighbourhood. I looked through the wet window and saw dark clouds covering the whole land. No single human can be seen. I could feel the peacefulness that I had never noticed in my neighbourhood.

Group Name: _____

Date: _____

A Rainy Day
