

Specimen Lesson Plan 03

Date : 20/02/2022

Grade: Undergraduates (Engineering)

Subject : English

Class : E 09

Unit : 03 (Organization)

Time : 3 hours

Lesson : 03 (Signpost Language)

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

General Objective : To develop signpost language in presentation / To introduce Thesis Statement

Specific Objectives : 1. Introduce guidelines for Presentations (preparation + Delivery)

2. Guidelines for presentation (preparation + delivery)

3. What is signpost Language and usage (1)?

4. Presentation using signpost language

5. Preparation + Delivery of a Presentation + give feedback

6. Signpost language (2) sequencing introducing and transition between points

7. Listen and complete the diagram and tables

8. Read and decide /Read and discuss/ Read and complete the Diagram /Read and discuss

9. What is a Thesis statement? Why Thesis statement is important? Purpose of the Thesis ?

10. Identify the Thesis statement

11. Write an introduction with the Thesis Statement

12. Evaluation

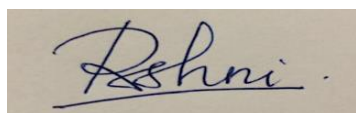
13. Summary of the lesson /Signpost language /presentation skills /Thesis Statements

Step	Specific Objectives	Teaching Technique /Method	Teaching Aids	Teacher Activities	Student Activities	Continues Assessments	Time	
1.	Introduce guidelines for Presentations (preparation - Delivery)	Teacher explanation + class discussion	Course book	Teacher explanation + Ask from the students The guidelines for presentation		Observation -class participation	10min	1hr
2.	Guidelines for presentation (preparation + delivery)	Individual	Course book	Ask to decide the preparation and delivery from the statements	Decide the preparation and delivery from the statements	Observation -background information for a presentation -opinion	10min	
3.	What is signpost Language and usage (1)?	Teacher explanation	Course book				5min	
4.	Presentation using signpost language	Group work	Picture of a diagram the course book	Ask to select a section of the model and prepare a presentation using a sign post language	select a section of the model and prepare a presentation using a sign post language	Observation -presentation skills -transform of information	20min	
5.	Preparation + Delivery of a Presentation + give feedback	Group work	Guidelines in the book	Ask to prepare a presentation to the given guidelines and deliver it. Give feed back	Prepare a presentation to the given guidelines and deliver it. Give feed back	Observation -presentation skills	15min	
6.	Signpost language (2) -sequencing -introducing and transition between points	Teacher explanation	Course book				5min	
7.	Listen and complete the diagram and tables	Individual	Reading passage	Ask to listen to the passage and fill the diagram and the tables	listen to the passage and fill the diagram and the tables	Observation -intensive listening	30min	

8.	Read and decide Read and discuss Read and complete the diagram Read and discuss	Pair work	Reading passage	Ask to read the passage and decide , discuss and complete the questions	Read the passage and decide , discuss and complete the questions	Observation -Reading skills	15min	1hr
9.	What is a Thesis statement? Why Thesis statement is imp Purpose of the Thesis ?	Teacher explanation	Course book Black board				10min	
10.	Identify the Thesis statement	Individual	Course book	Ask to read the passage And identify the thesis statement	Read the passage And identify the thesis statement		20min	1hr
11.	Write an introduction with the Thesis Statement	Group work	Guide lines / Course book	Ask to write an Introduction, including the thesis statement	write an Introduction, including the thesis statement	Observation -how far the Students have understood the Thesis statement	20min	
12.	Evaluation	Group work		Ask to exchange the papers and evaluate	exchange the papers and evaluate		10min	
13.	Summary of the lesson -Signpost language -presentation skills -Thesis Statements	Teacher explanation	Black board	Ask and write the key words			10min	

Reflection: - The lesson went on well with the allocated time, but I felt I could have used PowerPoint Presentation to show signpost language and the flow charts and diagrams and tree diagrams in note taking in that way the students can understand better and discuss as a whole group. The students understood the use of Present tense and Passive voice in grammar aspects. I felt the lesson was very interactive.

Teacher's signature -



UNIT 03 ORGANISATION

ACADEMIC FOCUS: CLASSIFICATION

Learning Objectives

Listening:

- ◆ Use a classification chart to take down notes
- ◆ Use abbreviations, signs, symbols, diagrams, tables etc. in note-taking while listening
- ◆ Recognize and practice signpost language

Speaking:

- ◆ Make a presentations using – a classification chart, a flow chart, sign-post language
- ◆ Discuss a technical passage with peers

Reading:

- ◆ Use of classification language in academic texts
- ◆ Understand the main idea and the supporting details of an informative text
- ◆ Develop tree diagrams in taking short notes on classification
- ◆ Use classification to make notes as you read

Writing:

- ◆ Identify the type of language and features of the language used in classifications
- ◆ Write a description on classification of different objects
- ◆ Use levels of generalization in writing classification

VOCABULARY

- C - construct
- L - label
- A - accurate
- S - sustainability
- S - simulation
- I - innovative
- F - file
- I - infrastructure
- C - constant
- A - aeronautical
- T - transparent
- I - instrument
- O - optical fibre
- N - navigation

GRAMMAR

Verb - Noun transformation / Noun - Verb transformation

Simple Present Tense - to describe about disciplines, event etc.

General and Specific Classification

The Passive Voice

Signpost Language (1) & (2) - introducing and transition between points

LESSON 03 - Signpost Language

A good presentation has a number of features that can be classified as content-related - **preparation**, or **delivery** related - presentation. The presentation should be relevant and interesting have a clear purpose and message, be well organized with a clear structure and be easy to understand with clear visuals to support it.

SPEAKING

ACTIVITY 01

Critical Thinking

1. Look at the following guidelines 1 - 12 for giving a good presentation. Decide which of them relate to **preparation (P)** and which of them relate to **delivery (D)** and mark them as P or D.

- 1. Know your audience – who they are and why they are there?
- 2. Know your subject and what you are aiming to achieve.
- 3. Make sure your presentation has a clear structure: introduction, main points and conclusion.
- 4. Make sure there is a logical connection between the points and that you include examples and / or evidence to support them.
- 5. Emphasize key information by repeating it.
- 6. Speak from notes, don't read your notes.
- 7. Try to speak naturally and clearly, and try to vary your pace and your voice.
- 8. Use signpost language to help your audience follow what you are saying.
- 9. Time yourself giving the presentation so you know how long it takes.
- 10. At the end, summarize your message and state your conclusion.
- 11. Maintain eye contact with your audience – talk to them, not to the slide.
- 12. Practice giving the presentation – use your slides to guide you.

2. Decide which guidelines are the most important in each category.

- a. Preparation -
- b. Delivery -

Academic Language

Signpost Language (1)

Referring to slides - Using signpost language helps you to organize your presentation to focus on particular points, and to sequence information. You can also use certain expressions to signal that you are moving from one slide to another, or from one point to another within a slide.

Referring to a slide: - As we can see from this slide . . .

Indicating that you want to move on: - Is it all right to move on?

Moving between slides: - Moving on to the second slide . . .

- I'd now like to move on to the next slide

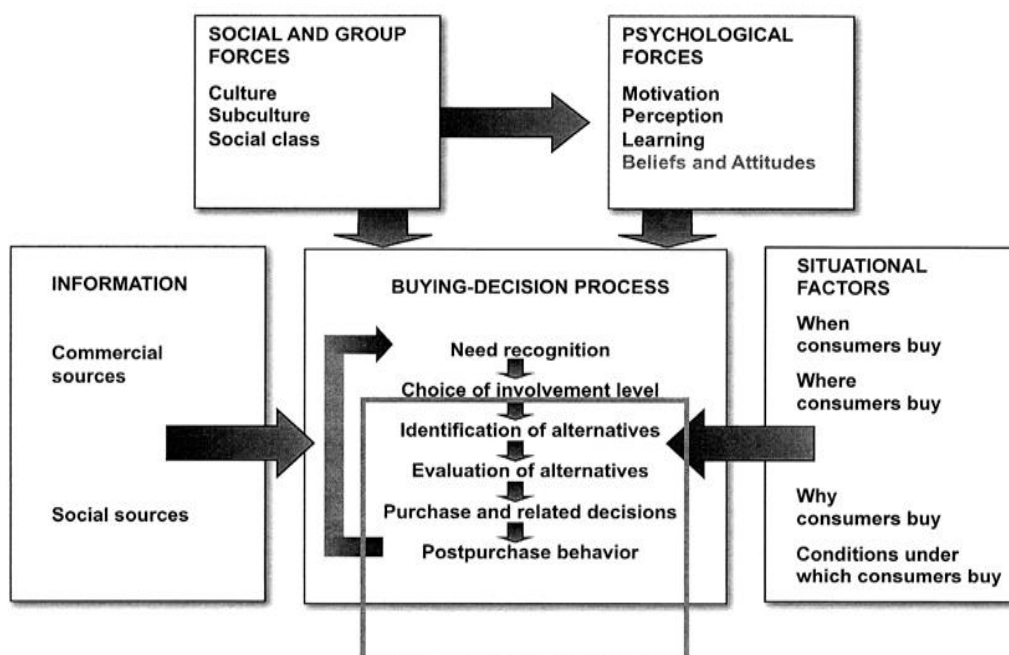
Referring to specific points on a slide: - Turning to the next point . . .

- Let's take a look at our second key category. . .

ACTIVITY 02

Look at the diagram on - 'A model of Consumer Behaviour'. Choose one section of the model and prepare a presentation using signpost language.

A Model of Consumer Behavior



ACTIVITY 03

Preparing and Giving a Short Presentation

1. Select a topic from your own area of study to give a short presentation.

(05 min)

Prepare your presentation

- Be clear about your objectives.
- Make sure your presentation has a clear structure.
- Prepare slides that are clear and simple – not too much information.
- Practice giving the presentation and time yourself.
- Make a paper copy of your slides. (to which you can add notes if necessary)

Deliver your presentation

- Speak naturally and clearly.
- Use signpost language.
- Look at your audience, not your notes.

2. Work in groups and take turns to give your presentations.

3. Listen to another group and give constructive feedback.

LISTENING

Academic Language

Signpost Language (2)- Sequencing - introducing & transition between points

Lecturers often show that they are introducing a new topic, or moving from one topic to another by using certain signpost expressions

Introducing a new point: - What I'd like to focus on first of all is . . .

- So, let's start by taking a brief look at . . .

Indicating a transition: - All right moving on to . . .

- So now that we've . . . I'd like to look at . . .

- So that was . . . If we can turn now to . . .

Moving between slides: - Moving on to the second slide . . .

- I'd now like to move on to the next slide

Sign post language is also used to indicate sequence or order:

- What I'd like to focus on *First of all* is . . ., We'll *then* turn to . . .,

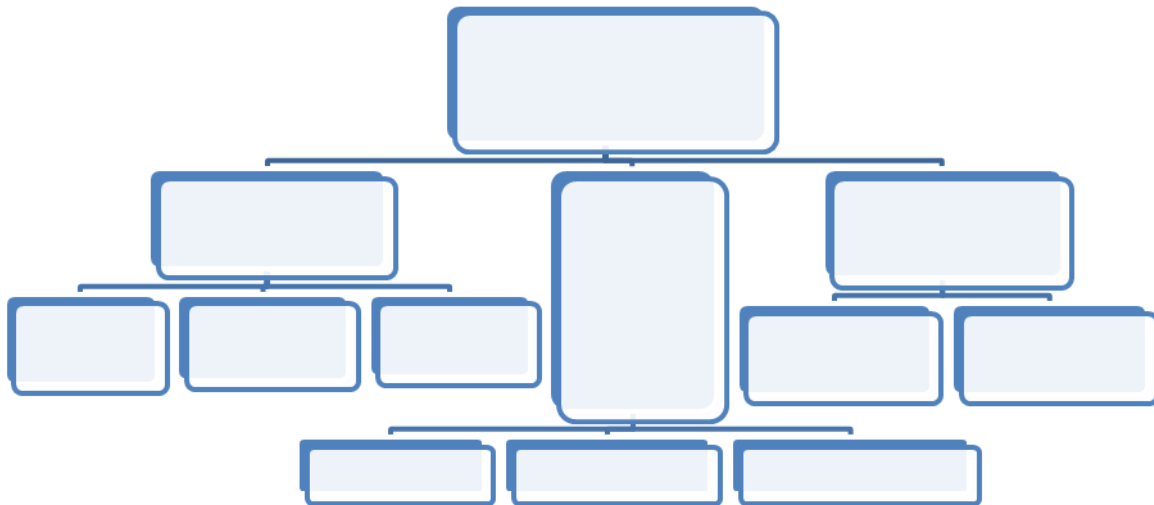
And *lastly* we'll . . .

- *First of all* we have . . ., and *below that* . . ., *then* . . ., *After that* comes . . ., *followed by* . . ., *Next* is . . ., *then* . . ., *Finally* this brings us to . . .

ACTIVITY 04

Listen & Complete the Diagram

1. Listen to the Introduction of 'Forms of Energy' and complete the diagram.



2. Listen to the lecture again and complete the following tables.

Task A - Name three things which are done due to energy.

1.

2.

3.

Task B - Write down a reason for understanding the implications of all the energy sources.

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.....

Task C - Write down two problems which occur due to use of fossil fuels.

1.

2.

Task D – Write down two assets and one drawback.

Assets - 1.

2.

Drawback - 1.

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Task E – In Nuclear Energy name which energy is harmful? Give your reasons.

Harmful Energy -

Reason

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.....

3. Get the groups to exchange their papers and correct the answers while listening to the third reading.

READING

Academic texts contain certain essential elements which are common to most subjects or disciplines, including classification. Recognizing how information is organized within a text has a number of important benefits which will help you in your studies. For example, it can provide a framework to help you to make effective notes while you read, and to organize your notes logically. A key part of this is recognizing words and phrases related to classification and understanding how they connect information in a text.

ACTIVITY 05

1. You are going to read a text about why you should study Civil Engineering. Read the first paragraph. Decide what the purpose of this paragraph is.

Why Study Civil Engineering?

The contribution of Civil Engineering related activities to the Gross Domestic Product of Sri Lanka is about Rs 400 Billion each year. Civil engineers plan, construct, operate and maintain facilities and systems that serve the basic needs of society. These include buildings, bridges, tunnels, roadways, railways, airports, harbours, dams, pipelines, and water and waste-water systems. Engineering, in general is a problem-solving profession, and civil engineers focus their problem-solving capabilities on making our surroundings better places to live. Civil engineers are frequently involved in city planning and in managing the use of natural resources. They face the challenges of meeting society's needs while protecting the environment thus ensuring sustainable development. Hence, Civil Engineering is a people-serving profession too.

Beyond the first degrees, there are numerous opportunities for students to move on to higher degrees covering a wide range of subjects. Such degrees may be obtained by course work, by research or by a combination of the two. These degrees often provide the springboard for students to move into interesting positions in the industry or to take up lecturing in academia. While we offer a range of postgraduate degrees ourselves, leading to M.Sc. and Ph. D. very often we encourage our graduates to obtain them from other world class universities and Imperial Colleges (U.K.), Tokyo (Japan), Monash (Australia) and Calgary and British Columbia (Canada) or many other similar universities.

Obtaining the civil engineering degree at University of Moratuwa ensures that progression towards becoming a Corporate Member of the Institution of Engineers Sri Lanka (IESL) and a Chartered Engineer designated by the IESL. In addition, our degree is recognized by the Joint Board of Moderators in the U.K., enabling graduates to obtain membership of the institution of Civil Engineers and the Institution of Structural Engineers of United Kingdom.

(Source Department of Civil Engineering – Hand book UoM)

2. Read the first paragraph again and decide the focus of 'Civil Engineers' and the challenges they meet.

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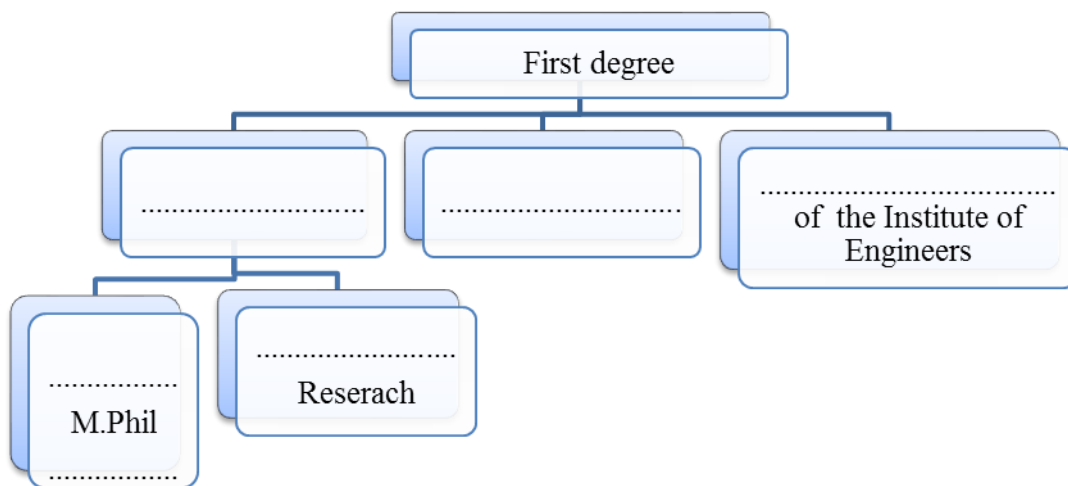
3. Read the second paragraph and discuss the opportunities available beyond the first degree for study purposes and for work.

Study opportunities -

Work opportunities -

4. Read paragraph 2 and 3 and complete the given diagram with the following phrases.

higher degrees / M.Sc. / Ph.D / course work / lecturer / corporate member



5. Work in groups and discuss the following questions

a. How much of the information in the text was new to you?

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b. Has the text made you more aware of why you should study 'Civil Engineering'?

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WRITING

Learning to write an effective scholarly **thesis statement** is essential for writing at all levels of education. Outside the classroom, thesis statements can also be useful in the workplace because they teach you how to focus your content and organize your thoughts. For a distinct advantage in writing, learn how to craft a good one.

A Thesis statement is a short statement, usually one sentence, which summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence.

Thesis Statement Purpose - One way to describe a thesis statement is that it acts like a topic sentence for an entire essay. Just as the topic sentence tells readers what will be discussed in a particular paragraph, the thesis statement alerts readers as to what to expect from the rest of the essay. However, the thesis statement is not only helpful for readers. Writers are assisted by the thesis statement because writing one forces them to give their ideas more focus. For example, if you are writing an essay about 'Motivation', you cannot write the thesis statement without determining which side of the issue you're going to take or whether you're going to provide a balanced look at the argument. The thesis statement typically provides the basic skeleton for the organization of the essay as well.

ACTIVITY 06

Thesis Statement

1. Read the following two introductions and identify the ‘thesis statement’ in each

a. Transport services are vital for everyone to access education, employment, health services recreation and social interaction. The increasing demand for transport and the costs of supplying services increase the cost of transport, creating an economic pressure for many. Costs of transport for essential work such as education, employment and health care cannot be eliminated and therefore they impose a significant burden on some households, particularly those with lower income.

(Source: TL 2240 Environmental & Social Impacts of Transport & Logistics UoM)

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b. Design development involves testing a design idea through a series of practical and skilled processes; it is the critical path from concept to realization of a first sample. Fashion designers work at the interface between creative practices and first sample manufactures for either mass production or custom made design. Design development requires a number of working relationships between designers and an extended team that may include pattern makers, sample machinists, tailors, garment technologists, buyers and merchandisers as well as wholesalers and retailers. It is a team effort with the designer at its core. Effective design development considers all aspects of the design process leading towards the intended manufacturing outcome of a garment or range of garments.

(Source: B.Des. - Fashion Design & Product Development UoM)

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ACTIVITY 07

Writing an introduction (Group Work)

1. Study the following notes and write an Introduction. Underline the Thesis statement.

Title: *Employee Training & Performance Management*

Introduction – training process / importance of training / identifying training needs/ training methods / evaluating performance

- ◆ Write approximately 200 words.
- ◆ Give an indication on how the essay is organized.
- ◆ Provide relevant background information.
- ◆ Include a **thesis statement**.

2. When you finish writing, check the following -

- ◆ Does the introduction include sufficient details?
- ◆ Are the sentences relevant to the title?
- ◆ Does the thesis statement add something new?