

Specimen Lesson Plan 05

Date : 10/04/2022

Grade: Undergraduates (Engineering)

Subject : English

Class : E 09

Unit : 05 (Education)

Time : 3 hours

Lesson : 01 (Language of Opinion)

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

General Objective : To enhance the ability of writing definition , compare and contrast , making outlines in academic writing

Specific Objectives : 1. What is a definition?

2. Importance of a definition Decide the definition + compare and contrast

3. Write a definition + Draw a poster

4. Read about definition

5. Write a definition

6. What is to compare and contrast ?

7. Compare definitions

8. Read definitions+ compare and contrast + Write own definition

9. Generate ideas + compare

10. Structure for essays

11. Outline of essays

12. Write an outline of the essay and compare the topic

13. Listen and complete

14. Compare and contrast

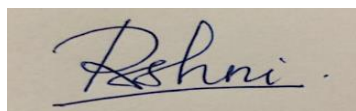
15. Summary of the lesson /definition /compare and contrast /outline of an essay

Step	Specific Objectives	Teaching Technique /Method	Teaching Aids	Teacher Activities	Student Activities	Continues Assessments	Time	
1.	What is a definition?	Teacher explanation	Course book				5min	1hr
2.	Importance of a definition Decide the definition + compare and contrast	Pair work		Ask to read the definitions and decide the preference and compare and contrast them with each other	Read the definitions and decide the preference and compare and contrast them with each other	Comparison skills	10min	
3.	Write a definition + Draw a poster	Group work	Course book	Ask to write a definition and draw a poster to present your definition	write a definition and draw a poster to present your definition	Presentation skills	30min	
4.	Read about definition	Individual	Course book	Ask to read about definition	read about definition		5min	
5.	Write a definition	Individual		Ask to write a definition and the importance of it for an undergraduate	write a definition and the importance of it for an undergraduate		10min	
6.	What is to compare and contrast ?	Teacher explanation	Course book				10min	1hr
7.	Compare definitions	Group work		Ask to compare the definitions	compare the definitions	Group work skills	10min	
8.	Read definitions+ compare and contrast + Write own definition	Group work		Ask to read the definition and compare and contrast and write own definition	read the definition and compare and contrast and write own definition	Group work skills	20min	
9.	Generate ideas + compare	Individual	Course book	Ask to generate ideas and compare	generate ideas and compare		10min	

10	Structure for essays	Individual	Course book	Ask to decide the structure of the essay	decide the structure of the essay		10min	1hr
11	Outline of essays	Individual	Course book	Ask to decide the outline of the essays and find the similarities and differences	decide the outline of the essays and find the similarities and differences		10min	
12	Write an outline of the essay and compare the topic			Ask to write an essay outline and compare the topics	write an essay outline and compare the topics	Comparison skills	10min	
13	Listen and complete	Individual	Reading passage	Ask to listen and complete the statements	listen and complete the statements	Intensive listening	10min	
14	Compare and contrast	Group work	Course book	Ask to compare and contrast the statements and present to the class	compare and contrast the statements and present to the class	Presentation skills Comparison skills	20min	
15	Summary of the lesson -definition -compare and contrast -outline of an essay	Teacher explanation	Black board	Ask and write the key words			10min	

Reflection – The main aim of the lesson was to identify the language of comparison and contrast and different types of essay outlines. Linking Verbs, prepositional verbs, adverbials, and coordinators also discussed in the lesson. The major parts of the lesson were done as group and I felt it was successful as the students get to share their opinions and attitudes when comparing and contrasting. The introduction of the thesis statement in the essays were discussed and the students came up with their ideas about different essay topics. I felt the lesson was successful and the students enjoyed it. I also felt that I could have make some extra activities to write the outline of the essays to practice more in class.

Teacher's signature -



UNIT 05 EDUCATION

ACADEMIC FOCUS: COMPARISON & CONTRAST

Learning Objectives

Listening:

- Predict /anticipate the ideas to be expressed in a lecture
- Recognize and identify language of comparison and contrast

Speaking:

- Make informal presentations comparing, contrasting and evaluating definitions
- Present a topic using comparative and contrasting language
- Discuss different types of essay outlines

Reading:

- Recognize and categorize expressions of similarities and differences
- Use language of comparison and contrast

Writing:

- Write extended definitions which include comparison and contrast
- Organize ideas in a comparison and contrast essay
- Synthesize information from different sources

VOCABULARY

C - category

O - opinion

M - maintain

P - perspective

A - attitude

R - research

I - illustrations

S - system

O - organize

N - narrow

GRAMMAR

Comparison and contrast language (1) Grammatical categories

Comparison and contrast language (2) Subordinators

Link Verbs - verbs which connect subject & predicate

Prepositional Phrases - preposition + noun

LESSON 01 - Language of Opinion

Extended definitions include references to other sources. References based on different sources are used as supporting evidence and in examples. These include illustrations and points of comparison and may include material which offers contrasting viewpoints. You need to recognize such viewpoints and the comparison and contrast language which the author/speaker uses. Finally, it is necessary to see how the material in the text is compared and evaluated.

SPEAKING



ACTIVITY 01

Evaluating definitions Group work

1. Read the five definitions of '*Education*' given below and decide which one you prefer and why.
 - a. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research.
 - b. The definition of education guiding mainstream schools today is that education is the delivery of knowledge, skills, and information from teachers to students.
 - c. Education is the wealth of knowledge acquired by an individual after studying a particular subject matter or experiencing life lessons that provide an understanding of something.
 - d. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects.

2. Select any two of the above definitions and compare them with each other. What are the similarities and what are the differences?

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ACTIVITY 02

Group work



1. Write your own definition of *Education*. Decide which of the following words you would include in your own definition of '*Education*'.

attitudes behaviour language tutoring instruction principles beliefs

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2. Write your definition on an A4 sheet of paper or draw out a poster and present your definition to the class. In your informal presentation give reasons for your choice of the key words (given above).

READING

ACTIVITY 03

Group work



1. Read about the different types of Education Technology (a, b, c) given below by Roblyer et al. (1997). Decide which one is the most useful to you as an undergraduate students.

- a. Instructional Technology Applications
 - Instructional software
 - Interactive video-based materials
 - Courses through distance learning

- b. Productivity Applications
 - Preparing print instructional materials
 - Keeping records and analyzing them
 - Preparing instructional materials (other than print)
 - Organizing time and materials

- c. Tools
 - Writing assignments
 - Helping with research
 - Assisting with learning tasks in various content areas
 - Developing products and presentations

ACTIVITY 04



Choose one of the above (a. b. or c.) and write it on an A4 sheet of paper. Add extra details and explain why it would be useful to you as first year undergraduate students.

<p>Definition -</p> <p>.....</p> <p>.....</p> <p>Additional details -</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

ACADEMIC LANGUAGE

Comparison and contrast language (1) Grammatical categories

There are many ways of expressing comparison and contrast (similarities and differences). The main grammatical categories are:

- ▣ **Coordinators**, e.g. *and, but*
The new Main Road is wider **but** many drivers still use the old Main Road.
- ▣ **Adjectives** e.g. *smaller than, more/less important than, as effective as, similar (to) different (from/to)* - The old Main Road is **narrower than** the new Main Road.
- ▣ **Nouns and noun phrases** e.g. *similarities and differences*
- ▣ **Adverbials** - e.g. *similarly, in contrast, by comparison, on the one hand / on the other, however, nevertheless*
- ▣ **Subordinators** e.g. *while, whereas, although, even though*
- ▣ **Verbs** - e.g. *vary, differ, contrast*
- ▣ **Prepositions** e.g. *rather than, like, unlike, despite, in spite of*

ACTIVITY 05



Group work

Write 06 sentences comparing and contrasting the definitions given in Activity 03 by Roblyer et al. (1997).

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ACTIVITY 06



1. Read the three definitions of Engineering and decide which one you prefer and why?

- a. Engineering is the application of scientific, economic, social, and practical knowledge in order to invent, design, build, maintain, and improve structures, machines, devices, systems, materials and processes.
- b. Engineering is the work of designing and creating large structures (such as roads and bridges) or new products or systems by using scientific methods.
- c. Engineering is the application of Science and Mathematics by which the properties of matter and the sources of energy in nature are made useful to people.

2. Select two of the above definitions and write 04 sentences comparing and contrasting them with each other.

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3. Underline the key words in each of the above definitions and write your own definition.

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WRITING

A comparison essay is typical in many academic disciplines. A comparison essay examines the similarities and differences between two or more items or ideas from one or more perspectives. e.g. comparing old and new technology from an economic perspective. Two common ways of organizing a comparative essay are the block structure and the point-by-point structure.

ACTIVITY 07

Generating Ideas



1. Look at the essay title below and select two perspectives from which to compare the careers - e.g. financial / economic

A career in engineering differs from a career in lecturing in several key aspects. Compare and contrast these two careers from two different perspectives.

Engineering	Lecturing

2. Decide whether the ideas given below suits an engineering (E) career or a lecturing (L) career or both. Add two additional points to the list.

- a. the satisfaction of creating new inventions.
- b. the personal satisfaction of helping students.
- c. the personal satisfaction of generating wealth in the society.
- d. an opportunity to influence the next generation.
- e. an opportunity to travel.
- f. an impact on society.
- g.
- h.

ACTIVITY 08



Read the description of the two structures that can be used for organizing comparison essays. Look at the outlines given below. Identify which outline represents the **block structure** and which outline is **point-by-point structure**.

A block structure takes each item to be compared in the writing task (e.g. engineering career) and groups together the different points related to it. It then moves on to the next item (e.g. lecturing career) and looks at the same points in the same order.

A point-by-point structure takes each point related to the central question in the writing task in turn. It compares the items in the writing task (e.g. engineering career, a lecturing career) in relation to each point.

1.	2.
Introduction (including thesis statement)	Introduction (including thesis statement)
Paragraph 1 Point A	Paragraph 1 Item 1
Item 1	Point A
Item 2	Point B
Paragraph 2 Point B	Paragraph 2 Item 2
Item 1	Point A
Item 2	Point B
Conclusion	Conclusion

ACTIVITY 09



1. We looked at the title of an essay in Activity 07. We looked at two essay structures in Activity 08. The outlines given below are possible expansions of this essay. Match each outline to one of the essay structures in activity 08.

OUTLINE A -

Introduction (including thesis statement)

Paragraph 1: Engineering career

Item 1 -Job satisfaction - contribute to the success of the organization
- achieve personal success

Item 2 - Impact on society - help to create new inventions
- generate wealth in society as a whole

Paragraph 02: Lecturing career

Item 1 -Job satisfaction - do a valuable job
- help young adults to succeed in their studies

Item 2 -Impact on society - prepare young adults for life and work
- help them to become productive members of society

Conclusion

OUTLINE B -

Introduction (including thesis statement)

Paragraph 1: Job satisfaction

Point A -Engineering career - contribute to the success of the organization
- achieving personal success

Point B - Lecturing career - do a valuable job
- helping young adults to succeed in their studies

Paragraph 02: Impact on society

Point A - Engineering career - help to create new inventions
- generate wealth in society as a whole

Point B - Lecturing career - prepare young adults for life and work
- help them to become productive members of society

Conclusion

2. What are the similarities and the differences between the two careers, according to the outline? In your view, which outline is more effective?

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ACTIVITY 10

Group activity



Read the essay title given below and write and outline using the notes given in the box. (Choose one of the outlines you learnt in Activity 08)

(Compare and contrast your own culture with ‘World culture’, using the two perspectives given below)

“It is just as important for university students to understand ‘world culture’ as it is to stay in touch with ‘your own culture’”

World Culture	Your Culture
An awareness of living in a ‘Global village’	The preservation of tradition, customs, values and jobs
The need for countries to work together	The cohesion of society
Useful for global career / education / increase job competition in the world	An awareness of your individual background
The need for flexibility	The maintenance of your cultural identity
World languages	Keeping alive your local language

OUTLINE -

Introduction (including thesis statement)

Paragraph 01:

Paragraph 02:

Conclusion

LISTENING



ACTIVITY 11

Listen and complete the vision statements of three Departments in the University of Moratuwa.

Department of Electrical Engineering	Department of Chemical and Processing Engineering	Transport & Logistics Management
Vision - To be the internationally recognized centre excellence in Sri Lanka for higher, research and development activities in the field of Electrical Engineering.	Our Vision - Delivering Chemical and Engineering knowledge, skills innovation for a sustainable	Vision Statement - To be recognized as a of academic excellence in South in the area of Transport Logistics, thereby supporting the realization the broader vision of the

ACTIVITY 12

Group work



- 1. Look at the three vision statements given above and write three sentences comparing or a contrasting the ideas.**

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Present you sentence to the class

- 2. When you become the Head of one of the above departments would you change the vision statement? If so how? (If not give reasons why you would not change)**

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