

**Teacher' s Name:**

Özge YÖRÜK

**Date of Presentation:**

02.05.2013

**Lesson:**

Reading

**Duration:**

50 minutes

**Age Level:**

15-16

**Linguistic Level:**

Intermediate

**Class Size:**

30

**Skill Focus:**

Reading and Speaking

**Language Focus:**

Simple Present Tense, Comparatives and Superlatives, Model Verb, can, Passive Voice.

**Learning Outcomes:**

By the end of the lesson, students should be able to;

- recall the structures,
- learn new vocabularies, equator, uproot, label, mudslide.
- make sentences by using the structures while speaking,

**Assumptions:**

Students know the structures written in language focus and the name of natural disasters such as Hurricane, Volcano, Tornado, Earthquake, Flood, Tsunami.

**Potential Learner Problems and Possible Solutions**

**P:** Learners may not know few words which is in the passage like blow, spread, wipe out, etc.

**S:** Teacher gives the meaning of these words and skip it.

**Materials:**

- pictures for lead-in and vocabulary teaching part,
- A worksheet including reading passage, vocabulary practice exercises and comprehension questions.

**Techniques:**

- individual and group work
- guessing

## PROCEDURE

### Greeting

Teacher greets the class.

T: Good afternoon everybody, how are you today?

Ss: \_\_\_\_\_.

T: I am fine thank you.

### PRE READING

#### Warm-up (3 minutes)

↳ *The aim of this part is to take students' attentions and motivate them for the lesson.*

Teacher asks a general question about the global warming and tries to take various answers from the students.

T: Okay children, I have a question for you.

What do you think about the global warming?

Ss: \_\_\_\_\_.

T: What kind of effects does it has upon our world?

Ss: \_\_\_\_\_.

#### Lead-in (5 minutes)

↳ *The aim is to set the scene about the topic of reading passage, Hurricanes and show up the background knowledge of students about the topic.*

In this part of the lesson, teacher sticks up five pictures on the board related to the natural disasters such as volcano, earthquake, flood, tornado, tsunami. Students are expected to tell their names, how they occur and discuss their effects upon humanity and the world. After this section is over, teacher states that they are going to read a passage about one of the natural disasters.

T: Okay students, look at the pictures and tell me what you see.

Ss: \_\_\_\_\_.

T: For example, earthquake. Do you know how it occurs?

Ss: \_\_\_\_\_.

T: What are the effects of them upon our world and humanity?

Ss: \_\_\_\_\_.

T: Thank for sharing your ideas. Now, we are going to read a passage about one of the natural disasters.

### WHILE READING

#### - Skimming / A1 / (3 minutes)

↳ *The aim of the skimming is to make students find out the gist.*

Students read the text quickly in order to find the title of the passage.

T: Firstly, read the text quickly and tell me which title is suitable for the text.

Ss: \_\_\_\_\_.

T: Yes, Hurricanes is the most appropriate title for our passage.

- **Scanning / A2 / (1 minutes)**

↳ *The aim of the scanning is to make students find a specific information.*

As they read the passage once, they are expected to answer this question without reading.

T: Where “the eye of storm” is located?

Ss: \_\_\_\_\_.

T: Thank you, \_\_\_\_\_. Your answer is correct. The “eye of the storm” is located in the center of the storm.

- **Passive Vocabulary Teaching (15 minutes)**

↳ *The aim of this part is to teach the unknown words to the students in order to make the passage more comprehensible.*

Teacher teaches the new words orderly before the students read the passage in detail.

T: Now, read the text again. While reading pay attention to bold words.

Is it clear?

Ss: \_\_\_\_\_.

T: What does equator mean?

Ss: \_\_\_\_\_.

T: Okay, lets learn it.

**Equator:** Teacher uses drawing technique while teaching the word “equator”.

**Convey the meaning**

T: Look at the board, children.

It is the earth, okay? ( teacher draws a circle on the board. )

Ss: \_\_\_\_\_.

T: Now, look at this line. ( teacher draw a line in the middle of the circle. )

What does this line show us?

Ss: \_\_\_\_\_. ( Middle of the earth is expected as answer. )

T: Yes, middle of the earth. What is the name of it in Turkish?

Ss: \_\_\_\_\_. ( Ekvator is expected as answer. )

T: Ekvator means “equator” in English, okay?

Ss: \_\_\_\_\_.

**Repetition**

T: Repeat after me, equator.

Ss: \_\_\_\_\_.

T: Equator.

Ss: \_\_\_\_\_.

T: Equator.

Ss: \_\_\_\_\_.

**Verification Question**

T: Is the equator middle of the earth?

Ss: \_\_\_\_\_.

**Use**

T: Where is the equator?

Ss: \_\_\_\_\_.

**Writing the new word on the board**

Equator / ikweɪtər / (n) : the imaginary line that runs horizontally around the center of the earth

Example: Signapore lies on the equator.

**Uproot:** Teacher uses the picture to teach the word uproot.

**Convey the meaning**

T: Allright then, do you know what uproot means?

Ss: \_\_\_\_\_.

T: Look at the picture and tell me what you see?

Ss: \_\_\_\_\_.

T: Okay, uproot means yerinden sökmek.

**Repetition**

T: Repaet after me, uproot.

Ss: \_\_\_\_\_.

T: Uproot.

Ss: \_\_\_\_\_.

T: Uproot.

Ss: \_\_\_\_\_.

**Verification Question**

T: Can a heavy storm uproot the trees?

Ss: \_\_\_\_\_.

**Use:**

T: What kind of other things can we uproot from the ground?

Ss: \_\_\_\_\_.

**Writing the new word on the board**

Uproot / ʌp'ru:t / (v): to pull a plant including its roots out of the ground

Example: Hundreds of mature trees were uprooted in the storm.

**Label:** Teacher explains the word, label using definitions and synonym.

**Convey the meaning**

T: Here is another word. What does label mean?

Ss: \_\_\_\_\_.

T: Okay children, you know that there is something at the back side of our t-shirts, jeans, etc.

It generally is a small piece. Do you know the name of it?

Ss: \_\_\_\_\_.

( If children cannot give any answer, teacher gives more clues about the word such as synonym of the label. )

T: That's right etiket. Etiket means label in English.

**Repetition**

T: Now repeat after me, label.

Ss: \_\_\_\_\_.

T: Label.

Ss: \_\_\_\_\_.

T: Label.

Ss: \_\_\_\_\_.

**Verification Question**

T: Are the labels small pieces?

Ss: \_\_\_\_\_.

**Use:**

T: Where do we see labels mostly?

Ss: \_\_\_\_\_.

**Writing the new word on the board**

Label /label/ (n): an item used to identify something or someone as a small piece of paper or fabric attached to an object.

Example: Remember to put some address labels on the suitcases.

**Mudslide:** Teacher uses the picture to teach the word mudslide.

**Convey the meaning**

T: There is one more word children. Do you know the meaning of mudslide?

T: Okay, look at the board again. There is a picture about this word. Please tell me what you see.

Ss: \_\_\_\_\_.

T: Toprak kayması means mudslide in English.

### **Repetition**

T: Repeat after me, mudslide.

Ss: \_\_\_\_\_.

T: Mudslide.

Ss: \_\_\_\_\_.

T: Mudslide.

Ss: \_\_\_\_\_.

### **Verification Question**

T: Have you ever seen a mudslide news on TV?

Ss: \_\_\_\_\_.

### **Use**

T: What are the reasons of mudslide?

Ss: \_\_\_\_\_.

### **Writing the new word on the board**

Mudslide /mʌd.slaɪd/ (n): a geological disaster in which a large amount of mud gathers and moves rapidly down a hill or slope.

Example: Torrential rains caused a massive mudslide.

#### **- Vocabulary Practice / B / (3 minutes)**

↳ *The aim of the vocabulary practice is to make sure that students understand the meanings of the new words.*

Students do exercises which is related to the words they learn in part B.

T: Okay children, I have exercises for you in order to practice these words.

Look at the part B and complete the sentences with the correct words in the box. One of them is extra.

T: Is it clear?

Ss: \_\_\_\_\_.

#### **- Reading in Detail / C / (10 minutes)**

↳ *The aim is to make the passage more clear through a few comprehension questions.*

In this part, students firstly read the passage in detail and then try to answer the questions in part C.

T: Now, read the text again but this time carefully and try to answer the questions in part C.

Is it clear?

Ss: \_\_\_\_\_.

## POST READING

↳ *The aim of this part is to improve the students' creativity and speaking ability.*

In this part of the lesson, teacher gives the students a task related to the topic. First of all, students are expected to work individually and think some opinions about the task. After a few minutes, they are expected to work in groups consisted of four or five students and share their opinions with each other.

Students are encouraged to speak with one another in target language while carrying out the task.,

**Task:** Suppose that you heard a disaster which would happen in two days later from the news. In this case, you and your family had to do something in order to save your lives. You decided to make an extended plan to survive.

1. Students firstly think some opinions about content of plan individually.
2. After a minutes later, they work in groups.
3. They decide firstly the type of disaster that they try to rescue from.
4. They are expected to make an extended plan in order to survive.
5. They present their survival plan.

While they work as a group, they have to choose a card from the teacher. In this card, a key feature is being written for each family such as a family having enough money to survive, a family whose car is broken, a family whose son is missing or a family who does not want to leave the house, etc.

**T:** Okay children, I have a task for you, are you ready?

**Ss:** \_\_\_\_\_.

**T:** Allright then.

Suppose that you heard a disaster which would happen in two days later from the news.

In this case, you and your family had to do something in order to save your lifes.

You decided to make an extended rescue plan to survive.

Firstly, think a few opinions about content of your plan individually.

Is it clear?

**Ss:** \_\_\_\_\_.

**T:** You have two minutes.

**T:** Now work in groups. ( Teacher determines the groups. )

All the group members, think that you are a familiy, okay?

**Ss:** \_\_\_\_\_.

**T:** Then, choose your card, ( teacher explains the cards. )

Decide the type of disaster all together. It can be an earthquake, a hurricane, tsunami, etc.

Make your survival plan as a familiy.

Is it clear?

**Ss:** \_\_\_\_\_.

**T:** You have eight minutes.