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| ☑ **Listening** ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Leaves, stems, and roots** |

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| Instructor:  Belle | Level:  Intermediate | Students:  **10** | Length:  **30 Minutes** |

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| Materials:    - Audio file , speakers and computer  - Worksheet1 10 copies(vocabulary matching)  - Worksheet2 10 copies(Dictation & Summarization)  - Worksheet3 10 copies(Q & A and Discussion)  - Worksheet4 10 copies(word puzzle for SOS activity)  - A plant(realia) |

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| Aims:  Main aim - Students will develop their listening skill by doing activities with worksheet  (vocabulary matching, Dictation & Summarization,  Q&A and Discussion)    Secondary aim - Students will improve their speaking skill while they work together,  and will be able to have a chance to build a relationship each other  Personal aim - To make Students feel confident and comfortable through the the lesson |

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| Language Skills:  Listening - Students listen the audio  Speaking - Students speak while they question and discuss each other  Reading - Students read the script and worksheets  Writing - Students write their question and sentences on their worksheets |

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| Language Systems:  Phonology- Plants, Roots, Transports 'ts' consonants  Lexis - Transport, Support, Hold, Absorb, Produce, Function  Grammar - Simple present ( formed by using the root form or  in the third person singular the verb always ends in -s)  Function - Get to know the knowledge of General science  Discourse - Discuss, Q & A, casual dialogue |

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| Assumptions:  1 Students know about the three words of the title  2 Students are able to work in pairs  3 Students enjoy doing activities |

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| Anticipated Errors and Solutions:   1. If students don't know about the words of title,   - Give them time to guess , checking their understanding and explanation   1. If students don't understand the instructions of each worksheet,   - Give them time to explain each other, and explanation   1. If students didn't finish on time(listening, doing activities)   - Let them know to finish, If possible give them time to finish |

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| References: [https://youtu.be/B7wv4yVYrN4](file://https://youtu.be/B7wv4yVYrN4) |

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| **Lead-In** | | | |
| Materials: A plant (realia) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1-2  min | Whole  class | Ss : Hello, Hi~, etc  Ss : 'good', or etc    Ss : 'yes', 'no', etc  Ss looking at a plant  Ss tells their thoughts | Procedure  **Greeting (warm up, eliciting)**  Hello, everyone  How are you feeling today?  (listening their answers, give feedback)  Have you seen plants today?  (in your home or on your way to here)  We're going to look at a picture for a moment.  (panning a plant for the students  to look at it)  Have you thought about their bodies  before?  (feedback) |

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| **Pre-Activity** | | | |
| Materials: 10 copies of worksheet (vocabulary matching) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | whole  class  individually  whole  class | Ss are looking at their worksheets(vocabulary)  Ss : 'yes' or ...etc  Ss : answers may vary  Ss are doing their work    Ss are checking their worksheets together | Procedure  Today, we're going to listen about the plant Before listen, Let's learn some new vocabulary  **(Hand out worksheet)**  **- vocabulary matching**  **Vocabulary**  There are several words on the worksheet. Do you see that?  **Instructions**  You're going to match the word with the right meaning  You can draw a line.  Work individually  You have 3 minutes.  **ICQ**  Are you working with your partner?  What are you going to do?  (If Ss don't know well, give them time to explain each other, and explanation)  Now, Start now  (give them time to do)  OK. please stop.  Now let's check out your results together.  (check all the answers orally with the Ss) |

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| **Main Activity** | | | | | | | |
| Materials: Audio file , speakers and computer,  10 copies of worksheet(Dictation & Summarization) | | | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk | | |
| 14  min | | whole  class  individually  whole  class  individually  paris | | Ss : 'yes' or etc  Ss : answers may vary  Ss looking at their  worksheets  Ss : answers may vary  Ss do their worksheet  while they're listening  S : 'yes' or etc  Ss share their answers  and compare each other | Procedure  **1. Listening to main topic**  **Instructions**  Now, we're going to listen about the functions of the three parts of the plant  Do you know the three parts of the plant?  **(Eliciting)** Can anyone tell us?  First, I'm going to give you this  **(Hand out worksheets)**  **-Dictation & Summarization**  Look at the worksheet  There are several gaps on your worksheet  while you are listening the audio  you're going to fill the gaps**(Dictation)**  Do it individually  **ICQ**  What do you have to make? and how?  Are you going to do it with your partner?  (If Ss don't understand, give them explanation, checking their understanding)  Now, let's listen to the audio  **Play the audio file**  (Listening...)  Now this time,  I'm going to play the audio once again  **2. Listening for details**  **Instructions**  You're going to make a summary with what you hear from the script  **(Summarization)**  There are four statement about the script  You can make the statements with the words in the box right side on your worksheet  Do it individually  **ICQs**  What are you going to do with the words of the box?  Are you going to do with your partner ?  (If they don't understand well, give them explanation)  Now you may start now  (give them time to do)  O.k Did you finish it?  You're going to check your answers  with the person next to you  (sharing their results)  O.k  You have heard about the functions  of the three part of the plant  **(Lead into the post activity)** | | |
| **Post Activity** | | | | | | | |
| Materials: 10 copies of worksheet(Q&A and Discussion) | | | | | | | |
| Time | Set Up | | Student Activity | | | Teacher Talk | |
| 8 min | whole  class  individually    individually  pairs  pairs  whole class  pairs | | Ss : What is it, or etc  Ss are looking at their  worksheets  Ss : answers may vary  Ss are making questions individually  Ss are exchanging their worksheets and answering their partner's question by handwriting    Ss are checking their answers together  Ss are making a position  (face to face)  Ss start to discuss with their partner  Ss stop their discussion  Ss are sharing their ideas  Ss : Leaves, stems, and roots.  Ss : Their functions are...  etc  Ss : answers may vary  Ss are reminding the words by saying...  Ss : Bye or See you next time | | | Procedure  It's time to do another activity together  what do you think it is?(eliciting)  (give them time to answer)  Here, I'm going to give you this.  **(Hand out worksheets)**  **-Q&A and Discussion**  **Instrucions**  You're going to **make your**  **own questions(for Q&A)**  individually (based on the script)  After you made questions,  Exchange your worksheet (in pair) and  Answering your partner's questions by  handwriting    **ICQs**  What are you going to do first?  When you made a question, what's next?  (If they don't understand  give an explanation again  and checking their understanding)  Now, you may begin  (Give them time to make questions  individually)  If you made your question,  Exchange your worksheets for the Q&A  (Give them time to do the Q&A)  O.K. please stop everyone  Now you're going to check your answers  together  (Give them time to check their answers  together)  Now it's about time to discuss  You're looking at each other with your  partner,  **Instructions**  You're going to have a **discussion**  with your partner, about  **which is the most important part of the**  **plants, and why do you think so?**  Write your partner's idea on the  worksheet  **CCQ**  What are you going to discuss about?  You can start now  **(Discussion)**  (Give them time to discuss about)  O.k. please stop everyone  How was your discussion?  What was the most important function do  you think?  Was there any special idea about it?  Is there anyone who wants to share ?  (Sharing some ideas)  **Close the activity**  O.k Let's talk about today's topic again  What was the three part of a plant?  Leaves, stems, and roots  **Feedback**  What do you know about the each part of  the functions?    **Elicit today's vocabulary**  How many words did you learn about  today?  Why don't you remind those words with  meaning by list it verbally?  Good job everyone.  See you next time.    **Close the lesson)** | |
| **SOS Activity** | | | | | | | |
| Materials: 10 copies of Word puzzle | | | | | | | |
| Time | Set Up | | Student Activity | | | | Teacher Talk |
|  | whole  class | | Ss are looking at their paper  Ss : It's a puzzle game  Ss are doing puzzle game | | | | Procedure  We have more time to do another activity  Now I'm going to give you a piece of  paper  **(Hand out the worksheets)**  **-word puzzle**  What is it?  Now, do your puzzle individually  (Give them time to do puzzle)  Did you finish it?  Let's check out the answers together  End |



A photo of a plant

**Script : Leaves, stems and roots**

**Objective : recognize leaves, stems and roots & know their functions.**

**flowering plants come in all shapes and sizes.**

**Most flowering plants have leaves, stems and roots.**

**These organs work together to keep the plant alive.**

**Leaves, Absorb energy from sunlight and make the plant's food.**

**The stem, Transports water and food, and supports the leaves and flowers.**

**The roots, Hold the plant in place and absorb water and minerals from the soil.**

**Flowers produce seeds so that the plant can reproduce.**

**In some plants, organs have extra functions.**

**for example the cactus, don't have leaves, they have spines instead for protection.**

**The stem takes over the job of making food and also stores water.**

**Some plants do not need some of the organs.**

**For example, plants that are parasites do not have leaves because**

**they do not produce their own food, they steal food and water from**

**other plants.**

**Here, content statement for today.**

**Leaves absorb sunlight and make food.**

**Stems transport water and food and support the leaves and flowers.**

**Roots hold plants in place and absorb water & minerals.**

**Flowers produce seeds for reproduction.**



**function · ·to keep something inside**

**a place**

**absorb · ·to make or to create**

**support · ·the useful thing that**

**someone or somethings**

**do**

**hold ·**

**·to help something or**

**someone**

**produce ·**

**·to take in, to soak up**

**store ·**

**·to take something to**

**another place**

**transport · · to keep something to use**

**Answer sheet Vocabulary matching**

**transport : to take something to another place**

**store : to keep something to use**

**produce : to make or to create**

**hold : to keep something inside a place**

**support : to help something or someone**

**absorb : to take in, to soak up**

**function : the useful thing that**

**someone or something's do**

**Dictation and Summarization**

**Dictation**

**Leaves, stems and roots**

**Objective : recognize leaves, stems and roots & know their functions.**

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**The ( ) takes over the job of making food and also ( ) water.**

**Some plants do not need some of the organs.**

**For example, plants that are parasites do not have leaves because**

**they do not ( ) their own food, they steal food and water from**

**other plants.**

**Summarization**

|  |
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| Leaves/absorb/support/roots/in place/produce/reproduction/stems/make food/hold/seeds |

Making Four statement with above words based on the Script

**1. Leaves**

**2. Stems**

**3. Roots**

**4. Flowers**

**Answer sheet Dictation and Summarization**

**Dictation**

**Leaves, stems and roots**

**Objective : recognize leaves, stems and roots & know their functions.**

**flowering plants come in all shapes and sizes.**

**Most flowering plants have leaves, stems and roots.**

**These organs work together to keep the plant alive.**

**Leaves, ( Absorb ) energy from sunlight and make the plant's food.**

**The stem, ( transport ) water and food, and ( supports ) the leaves and flowers.**

**The roots, ( hold ) the plant in place and ( absorb ) water and minerals from the soil.**

**Flowers ( produce ) seeds so that the plant can reproduce.**

**In some plants, organs have extra functions.**

**for example the cactus, don't have leaves, they have spines instead for protection.**

**The ( stem ) takes over the job of making food and also ( stores ) water.**

**Some plants do not need some of the organs.**

**For example, plants that are parasites do not have leaves because**

**they do not ( produce ) their own food, they steal food and water from**

**other plants.**

**Summarization**

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| Leaves/absorb/support/roots/in place/produce/reproduction/stems/make food/hold/seeds |

Making Four statement with above words based on the Script

**1. Leaves absorb sunlight and make food**

**2. Stems transport water and food and support the leaves and flowers**

**3. Roots hold plants in place and absorb water & minerals**

**4. Flowers produce seeds for reproduction**

**Q & A and Discussion**

You will make Questions according to the script

Q1.

A:

Q2.

A:

Q3.

A:

**Discussion about~**

**Ⅰ. What is the most important part of the plants?**

**Ⅱ. Why do you think so ?**

(There is no right answer of this activity)

**Word Puzzle**

**(The functions of leaves, stems, and roots)**



puzzle answer sheet

