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

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

|  |
| --- |
| 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) |

|  |
| --- |
| 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 otherPersonal aim - To make Students feel confident and comfortable through the the lesson |

|  |
| --- |
| Language Skills:Listening - Students listen the audioSpeaking - Students speak while they question and discuss each otherReading - Students read the script and worksheetsWriting - Students write their question and sentences on their worksheets |

|  |
| --- |
| Language Systems:Phonology- Plants, Roots, Transports 'ts' consonantsLexis - Transport, Support, Hold, Absorb, Produce, FunctionGrammar - 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 scienceDiscourse - Discuss, Q & A, casual dialogue |

|  |
| --- |
| Assumptions:1 Students know about the three words of the title2 Students are able to work in pairs3 Students enjoy doing activities  |

|  |
| --- |
| Anticipated Errors and Solutions:1. If students don't know about the words of title,

 - Give them time to guess , checking their understanding and explanation1. If students don't understand the instructions of each worksheet,

 - Give them time to explain each other, and explanation1. If students didn't finish on time(listening, doing activities)

 - Let them know to finish, If possible give them time to finish |

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

|  |
| --- |
| **Lead-In** |
| Materials: A plant (realia) |
| Time | Set Up | Student Activity | Teacher Talk |
| 1-2min | Wholeclass |  Ss : Hello, Hi~, etcSs : 'good', or etc  Ss : 'yes', 'no', etcSs looking at a plantSs 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) |

|  |
| --- |
| **Pre-Activity** |
| Materials: 10 copies of worksheet (vocabulary matching)  |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min  | wholeclassindividuallywholeclass | Ss are looking at their worksheets(vocabulary)Ss : 'yes' or ...etcSs : answers may varySs are doing their work Ss are checking their worksheets together | ProcedureToday, 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 individuallyYou 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) |

|  |
| --- |
| **Main Activity** |
| Materials: Audio file , speakers and computer,  10 copies of worksheet(Dictation & Summarization) |
| Time | Set Up | Student Activity | Teacher Talk |
| 14min | whole classindividuallywhole classindividuallyparis | Ss : 'yes' or etcSs : answers may varySs looking at their worksheetsSs : answers may varySs do their worksheetwhile they're listeningS : 'yes' or etcSs share their answersand 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 plantDo 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 worksheetwhile you are listening the audioyou'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 scriptYou can make the statements with the words in the box right side on your worksheetDo 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 answerswith 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 | wholeclassindividually individuallypairspairswhole classpairs | Ss : What is it, or etcSs are looking at theirworksheetsSs : answers may varySs are making questions individuallySs are exchanging their worksheets and answering their partner's question by handwriting Ss are checking their answers togetherSs are making a position(face to face)Ss start to discuss with their partnerSs stop their discussionSs are sharing their ideasSs : Leaves, stems, and roots.Ss : Their functions are... etc Ss : answers may varySs are reminding the words by saying...Ss : Bye or See you next time | ProcedureIt's time to do another activity togetherwhat 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) andAnswering 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 againand 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 answerstogether(Give them time to check their answers together)Now it's about time to discussYou'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 everyoneHow 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 againWhat 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 withmeaning 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 paperSs : It's a puzzle gameSs are doing puzzle game | ProcedureWe 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 togetherEnd |

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**

 **·the useful thing that**

**support · someone or somethings**

 **do**

**hold ·**

**·to help something or**

 **someone**

**produce · ·**

**·to take in, to soak up**

**store ·**

 **·to take something to**

**function 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.**

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

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

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

**Flowers ( ) 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 ( ) 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**

|  |
| --- |
| 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**

|  |
| --- |
| 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

