



**UNIVERSITI
KEBANGSAAN
MALAYSIA**
*National University
of Malaysia*

FPEND
Fakulti Pendidikan / Faculty of Education

COURSE NAME:

GGGV2123 TEACHING OF LISTENING AND SPEAKING SKILLS IN ESL CONTEXT

TASK:

LESSON PLAN WRITING

LECTURER:

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GROUP NAME:

GROUP 4

GROUP MEMBERS:

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SUBJECT	WEEK	DAY & DATE	LESSON
English Language	12	Tuesday, May 18, 2022	23
THEME:	Health and Environment		TOPIC: Unit 4 - Life On Earth
FOCUS SKILL: L/S/R/W/LA/ Li A	Listening and Speaking		LANGUAGE FOCUS: Vocabulary and Speaking
CONTENT STANDARD:	Main Skill: <u>1.0 Listening</u> 1.1 Understand meaning in a variety of familiar contexts		
	Complementary Skill: <u>2.0 Speaking</u> 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics		
LEARNING STANDARD:	Main Skill: <u>1.0 Listening</u> 1.1.2 Understand independently specific information and details in simple longer texts on a range of familiar topics		
	Complementary Skill: <u>2.0 Speaking</u> 2.1.4 Express opinions about simple spoken or written advice given to themselves or others		
LEARNING OBJECTIVES:	By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Correctly pronounce the tongue twister sentences about animals. 2. Express a point of view about endangered species of animals. 3. Answer all questions after listening to the audio. 		
SUCCESS CRITERIA:	What I'm Looking For (WILF):		
	<u>Advance</u> 1. 25/30 students will be able to pronounce all tongue twister sentences about animals correctly. 2. 25/30 students will be able to express a detailed point of view about endangered species animals. 3. 25/30 students will be able to answer all questions after listening to the audio.	<u>Intermediate</u> 1. 15/30 students will be able to pronounce 2 tongue twister sentences about animals correctly. 2. 15/30 students will be able to express a clear point of view about endangered species animals. 3. 15/30 students will be able to answer 3-4 questions after listening to the audio.	<u>Weak</u> 1. 10/30 students will be able to pronounce 1 tongue twister sentence about animals correctly. 2. 10/30 students will be able to express a basic point of view about endangered species animals. 3. 10/30 students will be able to answer 1-2 questions after listening to the audio.

CROSS CURRICULAR ELEMENTS:	2. Language
DIFFERENTIATION STRATEGIES:	Strategy 2: Differentiate by the task students are given

TEACHING & LEARNING ACTIVITIES

PRE-LESSON: (10 minutes) lily

1. Teacher greets students.
2. Teacher states the objective for the lesson
3. Teacher plays a short tongue twister audio about animals. (Attachment 1)
 - *"I am going to play a short tongue twister audio. Please repeat after it."*
4. Teacher asks students to repeat after the video.
5. Teacher introduces today's lesson to the class.

LESSON DEVELOPMENT: (40 minutes)

Lesson Development 1 (15 minutes): yixian

1. Teacher shows a picture of some endangered animals on the screen. (Attachment 2)
 - *"Do you know what these animals are?"*
2. Teacher asks the name of each animal.
3. Teacher asks each student's opinion on why the animals are endangered.

Suggested Questions:


- *What are the similarities between these animals?*
- *Why do you think they are endangered animals?*

Expected Answers:

- *They are endangered species./ These animals are getting extinct.*
- *Because their habitat is being disturbed by humans./ There is less food for them in their habitat.*

Lesson Development 2 (25 minutes): sara

1. Students are asked to open their Pulse textbook, Page 115. (Attachment 3)
2. Students listen to the teacher reading Unit 2.04 questions in the textbook carefully.
3. Students are preparing an audio about endangered animals based on the textbook. (Attachment 4)
4. Students are divided into 6 groups of 5.
5. Students listen to the teacher's explanation in depth about the task.
 - *"I am going to play an audio about endangered animals. Please answer all the questions on page 115 after listening to the audio."*
6. Teacher plays Audio 2.04 in Pulse Textbook twice to the class and asks students to listen.
7. Students discuss in groups and write the answer in Padlet based on the audio. (Attachment 5)

5  **2.04** Listen to Chris and Lucy talking about a project they have to do. What mistake does Chris make?

6 Listen again and answer the questions.

- 1 Why does Lucy think whales are intelligent?
- 2 What do whales do when people watch them from boats?
- 3 What does Chris say people aren't allowed to do any more?
- 4 Why are ships dangerous to whales?
- 5 Which animals does Chris want to write about?

Exercise 6

- 1 They've got their own language.
- 2 They swim near the boats and look at the people.
- 3 Hunt whales.
- 4 They hit them and kill them by mistake.
- 5 Snakes.

8. Students are picked randomly to choose a group, check their answers, and then discuss the correct answer with the class.

- *"I will choose a group's answer for us to discuss together."*

Group 1- rai atiq yusfa

Group 2- mae nurul su

Group 3- sofea theia atin

POST-LESSON: (10 minutes) lily

1. Teacher prepares 10 flashcards with pictures of animals before the class. (Attachment 6)
2. Teacher holds a quick quiz for the students.
3. Teacher shows the flashcards and students need to answer together.
 - *"Look at these flashcards, when I point to the animal, you need to state whether they are 'Endangered' or 'Protected'."*
4. Teacher asks students to state the moral values they got from the lesson.

Suggested Questions:

- *What can you learn from today's lesson?*

Expected Answers:

- *We should love and preserve our nature more so that animals can feel safe and protected.*

5. Teacher concludes the lesson.

TEACHING MATERIALS:	Form 2 Pulse Textbook, 'My POV!' Padlet, Audio Unit 2.04 from Textbook.		Oral and Listening Work
HOTS:	Analysis	TEACHING AND LEARNING STRATEGIES:	Audio-lingual Method Cooperative Learning
MORAL VALUES:	Love for the environment		

TEACHER'S REFLECTION:

REMINDER:

Both Main and Complementary Skills should be addressed in the Lesson Development stage.

Prepared by,

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APPENDIX

Attachment 1 - Tongue Twister:

https://www.canva.com/design/DAFBq76R2oY/zlFb7eI8T_e5QGG3bTJUVg/edit?utm_content=DAFBq76R2oY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Attachment 2 - Pictures of Endangered Animals:



Attachment 3 - English Form 2 Pulse Textbook Unit 2.04, Page 115: <https://anyflip.com/khrus/mkdn/basic/51-100>

Attachment 4 - English Form 2 Pulse Textbook Audio 2.04: <https://youtu.be/kHM0cranYRY>

Attachment 5 - Padlet: <https://padlet.com/a179766/1kqnqns5vf2w1e9r>

Attachment 6 - Canva:

https://www.canva.com/design/DAFBq76R2oY/-qsGefxqZTtdJlc9lBo7AQ/view?utm_content=DAFBq76R2oY&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu