

A READING LESSON PLAN

-- Eak Prasad Duwadi

One day when a friend of mine complained, “We discussed big issues, but till now none has published a lesson plan which is useful for an English teacher of Nepal”, I felt guilty then, but promised to do something. Coincidentally, several months later I underwent an intensive training for a month when not only I made dozens of ELT lesson plans (reading, writing, listening, speaking, grammaring, etc.), but also did teach several classes at different institutions. This is one of the ‘Reading Lesson Plans’ that I made and executed successfully in front of my peers and trainers during that period. Although this is based on Hopkins et al.’s (2009) *Smooth Moves*, I chose a passage “Unseen heroes” by Shakyia (2008, P. 5) in Nepali context. Moreover, both processes and timing were tested in the fields. Students had to construct their ideas instead of getting them directly from the teacher.

As Shin (2007) says that “[m]ore detailed lesson plans must be designed for each day of instruction” (p.3-8), I also believe that entering the class with lesson plans and materials is like going to the battlefield with guns and ammunitions ready. Although how a teacher presents himself/herself in the class matters, teaching according to the plan works. Even to deviate is easy as there has been a framework in advance as Hopkins et al. (2009, p. 151-152) claim “usually good classes don’t just happen. They were planned to happen, and carried out successfully.” This format (lesson plan) provides a concrete task that will focus the teacher on the planning process and give wonderful ELT class.

Lesson Model: Teaching Reading	4. Vocabulary Expansion: <ul style="list-style-type: none"> • world-class • human resource • saplings • wireless • fuss • awardees • embroidery • independent • self-esteem
Context: Unseen Heroes of Nepal	Materials: <ul style="list-style-type: none"> • Pictures

<p>Core Dialogue: A: I admire <i>Mahabir Pun</i>. Whom do you admire? B: I admire <i>Laxmi Prasad Devkota</i></p>	<ul style="list-style-type: none"> • Flash Cards • A Passage of Unseen Heroes of Nepal • Tasks (True/ False, Cloze and Wh-Questions) • Marker/Chalks • Wiper
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BEHAVIORAL OBJECTIVES: By the end of the lesson, students should be able to express critical views on some of their national heroes

A. Terminal Objective: They can write about the personality they admire

B. Enabling Objectives:

i. Do Warmers (Exchanging their admiration for National Heroes)

ii. Follow the Picture Matching Activities modeled by the teacher

iii. Decide if the statements are True or False

iv. Cloze exercises

v. Answer Wh- Questions

iv. Write something about a book they have read

v. Do pair/group work

Timing	Teacher Does.....	Student Does.....	Potential Problems
Warmer 5 min	<p>T greets the class Calls Ss sitting in the middle to come out Asks them to make a circle With a ball models Ss how they are doing warm-up (This is a new lesson so Ss may/not have previous knowledge either on the structures or the personalities) — A: I admire Mahabir Pun. Whom do you admire? B: I admire <i>Laxmi Prasad Devkota</i> Asks all Ss to go back to their seats</p>	<p>Ss also greet the T Ss stand up and form a circle</p> <p>Ss return to their seats peacefully</p>	<p>Ss may be a bit confused on what the T is doing</p> <p>Some Ss may hit their friends hard</p>

<p style="text-align: center;">5 min Context Setting</p>	<p>T divides Ss in groups (3 in one Group) Informs Ss, ‘I’m drawing pictures.’ T draws and elicits key words: doctor, engineer, ophthalmologist, etc.</p> <p>Asks related questions: Displays the chart with five pictures Teacher: Who do you think is he/she? Students: a/n doctor/engineer/labor/teacher Teacher: Where does s/he work? Students: hospital/hydroelectricity plant/farm/school/university Teacher: What contribution has s/he made? Students: S/he has helped the <u>poor</u>. (Ss give varied answers according to their understanding)</p>	<p>Ss try to guess what’s being drawn</p> <p>They are paying attention</p> <p>Ss are competing to answer by raising their hands</p>	<p>Some Ss may show boredom as there are many students in class</p> <p>Some Ss may sit silent</p>
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Extensive Reading 12 minutes	<p>T informs class, “I am going to give you a text and pictures; these are random in order so you have to match texts with the right picture.”</p> <p>“You have to give me these pictures back but make sure you have 5...,”</p> <p>T says, “Take the text, and take the stitch off”.</p> <p>T repeats the instructions</p> <p>After some time, T starts eliciting answers</p>		<p>Each S listens to T’s modeling</p> <p>Ss check them out</p> <p>Ss are busy matching those texts with pictures</p> <p>Ss’ leaders are making entries</p> <p>Ss have a quick look at the structures</p>	<p>Ss may be doing side talks</p> <p>Some pictures may be in order</p> <p>Some groups may copy from other or imitate other</p>
	Groups	Answers		
	1	D, E, A,....		
	2			
	3			
	<p>T asks Ss groups if they have different answers</p> <p>Finally T gives the correct matches</p>			

12 min Intensive Reading	<p>Asks Ss to remain in the same groups T reads out the main text, has a pause and asks a S to continue and continues doing so until it is finished T informs the class, “I’m going to read T/F, Fill in the blanks and Wh-Questions” He reads out each statement Demands reasons if False and the line number if True He puts TICK to each group’s correct entry</p>	<p>Ss are curious to know ‘What’s next?’ Ss are volunteering reading and others are reading it silently Ss seek clarifications</p> <p>Ss excel to get more points</p>	<p>Some Ss may feel the class is over</p>																									
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<p>He starts asking Ss the missing words in each statement He again enters tick/s to the particular group’s box</p> <p>Instructs Ss how to give answer of Wh-Questions Validates correct answer T starts collecting the cards (not texts)</p>	<p>Ss are attentive to hear the statement</p> <p>Ss give answer orally</p>	<p>As its oral, some Ss may not understand or forget the cues</p> <p>There’s possibility of no participation of weaker Ss</p>																										

Productive Activity 10 min	<p>T asks, “How can a person become famous?”</p> <p>After few minutes T asks, “Write a paragraph about a person whom you admired.”</p> <p>T says, “Now listen to one of your friends”</p> <p>T instructs each group to swap over their exercise books</p> <p>Finally, T says, “Okay, give your friend’s exercise books back.”</p> <p>Finally, T wraps up</p>	<p>Each group discusses and jots down some points</p> <p>Then they present their views by raising their hands, and getting approval from the teacher</p> <p>A S reads his/her write-ups</p> <p>Other Ss follow later</p> <p>Ss do as they are asked</p> <p>Ss thank him/her</p>	<p>Again only dominant Ss may be active</p>
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My observations and conclusion

I was quite aware of the potential problems. So I reached every corner of the class and encouraged every individual saying that “Now it is new face’s turn”. By understanding students’ fears and being sensitive to them, s/he can help students overcome their negative feelings and turn them into positive energy” (Larsen-Freeman, 1985, p. 89). So I was presenting myself as an affable teacher, and they cooperated me fully. Although they were a bit noisy in the beginning, I gradually became successful to make rapport with them by making them busy. Not only did they have to listen and write the tasks but also opined on their role model/s. They told the class about Ricky Ponting to Rajesh Hamal, from Laxmi Prasad Devkota to JK Rowling, from Prithvi Narayan Shah to Pushpa Kamal Dahal. The class was so lively that every student forgot it was their last period and the fact that it was a big class comprising fifty students.

Hence, I felt I was successful to meet the objectives more than what I had expected earlier and came out of the class with a broad smile because I enjoyed teaching and conveyed the same to all learners.

References

- Hopkins, D. (2009). *Smooth moves* (2 ed.). Bangkok: TEFL International.
- Larsen-Freeman, D. (1985). *Techniques and principles in language teaching*. Oxford: OUP.
- Shakya, K. (2008 October 3). Unseen heroes. *Time* (402), p. 5.
- Shin, J. K. (2007). Developing dynamic units for EFL. *Engllish teaching forum* (2), 3-8.

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Pictures that I used in Context Setting



Passage

Ram Shrestha left the comforts of a wealthy life in Europe and mobilized his community to set up a world-class hospital in Dhulikhel. Lili Thapa's husband was killed in the war, but she turned her grief into helping other women affected by the conflict by setting up the Single Mothers' Society.

Also in Dhulikhel, Suresh Raj Sharma used his experience in education to set up a university that is helping build the country's human resource base. Sita Pokhrel in Biratnagar invested her husband's entire inheritance and pension to set up an orphanage.

Neighbours think Sebailal Tharu is slightly mad. Any barren plot of land he finds, Tharu plants trees. All his life, he has been walking half-naked in his bare feet, planting saplings which have now grown into tall trees all over his home district.

Mahabir Pun gave up an IT career in the US to come back, not just to Kathmandu, but to his home district of Myagdi to set up a world-acclaimed effort to bridge the digital divide in local schools with wireless internet for education. There are many Mahabirs in Nepal, contributing to society without much fuss.

Then there is Sanduk Ruit who has restored the gift of sight to tens of thousands of Nepalis with cataracts. Every day at his Tilganga eye centre there are miracles as people see again after decades of darkness. Ruit takes his mobile clinics to remote parts of Nepal, and even to Tibet, North Korea and Ethiopia. He has made Nepal a major production centre for corneal transplants. We in Nepal were slow to recognise and honour people like Pun and Ruit, who are both Ramon Magsaysay awardees for public service.

Ujalata Subba of Myaglung started an embroidery unit after her husband died and now employs 100 women. A student from Pulchok campus went back to his village in Lamjung and built a 3.5MW hydropower unit. Today, while the capital has six hours of power cuts every day, Lamjung's Besisahar and surrounding villages have 24-hour electricity.

Ashok Thakuri is a trained cheesemaker. Instead of staying on in France, he returned and has set up a goat cheese factory in Chitlang which has an exclusive clientele in Kathmandu. Thakuri buys goat milk from surrounding villages, which have set up the Chitlang Chandragiri Cheese Production Society, raising cash incomes of hundreds of families.

They are everywhere, these creative and independent Nepalis. You just have to look for them. They don't sit on their hands complaining that the government doesn't give them this or that, they are enterprising and implement projects that provide self-esteem and income to fellow Nepalis.

True or False

1. Suresh Raj Sharma used his experience in education to set up a university.
2. Neighbors think Sebailal Tharu is totally mad.
3. There are many Mahabirs in Nepal, contributing to society with complaints.
4. Sanduk Ruit has restored the gift of sight to tens of thousands of Nepalis with cataracts.
5. Ujalata Subba of Myaglung started an embroidery unit after her husband died and now employs 100 women.
6. Lili Thapa's husband is alive.

Fill in the blanks with right words:

1. Ram Shrestha left the of a wealthy life in Europe.
2. Sita Pokhrel invested her husband's entire inheritance and pension to set up an
3. Mahabir Pun gave up an career in the US to come back to his home in Myagdi.
4. Sanduk Ruit takes histo remote parts of Nepal, and even to Tibet, North Korea and Ethiopia.
5. Ashok Thakuri is a trained
6. These and independent Nepalis are everywhere.

Wh-Questions

1. Why did Ram Shrestha leave the comforts of a wealthy life in Europe?
2. What did Lili Thapa's grief turn into?
3. What has Sebailal Tharu been doing?
4. Which prestigious award has Pun and Ruit got?
5. Who built a 3.5MW hydropower unit in Lamjung?

Write a paragraph about a person whom you admired.