

Material Development for a Skill Based Lesson

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Abstract:

A plan of a receptive skill (listening or reading) lesson and a productive language skill (speaking or writing) that could be developed and practiced in relation to the text.

A well thought out lesson takes into account learners' level, interest in the topic and the use of vocabulary. Keeping the class profile I've taught in CSVTU affiliated colleges in general and keeping their learning styles and preferences in particular, here, I've chosen a reading text based on travelling from the book – Get your tenses Rights! This text not only provides information but it also takes the reader closer to real life.

As the text is a conversational lesson- a role play with vocabulary input, intonation – rising and falling tones, and I expect, a high level of interest among all the students because they like interaction between them. This will surely improve the learners' ability to read and understand and achieve at least some degree of acquisition. "At the very least, some of the language will sticks in their minds as the part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful." (Pg. 68, Harmer J.).

This role play reading text also widens the scope of productive skills because the readers will put themselves in the characters. This will definitely develop the oral fluency because they will read loudly their roles. Further this text builds up curiosity (what happens next?) every moment as they read the text. This text can also be used for writing skill (where they will complete the story themselves).

The rationale, lesson plan and a sample material along with the text to be adapted is presented in detail in the full paper. And, the sequence adapted and developed for Material Developments in the form of tasks, I think fits the reading text into an “ESA” (Engage Study Activate)” sequence. (Pg. 71, Harmer J).

The material designed here adopts “ESA” and makes the learners to develop their reading skill for gist, specific information, complete understanding. Further, it can take the learners to explore the other language skills and blend it with grammar or language use to enhance and strike a balance between accuracy and fluency.

Key words: Material Development, Skill Based lesson, Tasks for gist; specific information, ESA (Engage Study Activate)

Introduction

Students’ Background and Why I chose this particular text for my learners

Our learners, when they join college, are mostly found either in the very beginner’s stage or they dangle between beginners to pre-intermediate level according to Common European Framework. They need to develop a balance between accuracy and fluency. These students if given enough time perform better. They have the ability to think and understand. This is one of the reasons why I chose this reading text.

Secondly, my students I think should be able to relate it to their lives and take interest in reading. I believe they should be eager to reach the end once they start reading.

Thirdly, this text involves all the skills – listening, speaking, reading and writing because when the students play roles, they will listen to each other and respond accordingly. And when they read the text, they will use the text as a model to write a story and improve their writing skill.

Lesson plan with all stages and tasks of a skill based lesson.

The level of students is at **Pre – intermediate level and the length if the lesson is 60mins.** The main aim here is **to develop learners’ ability to read for gist and for specific information.** The Sub-aim is **to develop learners’ oral fluency by playing roles.** The Personal is to take care of **Time allocation for every student to perform in post reading task.**

The Materials I use for designing skill based lesson is **Visuals and Texts from “Get your Tenses Right” by Ronald Barnes.**

My assumptions about students’ knowledge/abilities are: They know the use of simple present tense.

PROBLEMS STUDENTS WILL HAVE WITH:	MY SOLUTIONS:
MEANING Learners may find the word ‘spaghetti’ a problem.	During elicitation and pre- teach vocabulary. It’s an Italian dish (famous food).
PRONUNCIATION They may not understand intonation tunes with question tags (sure and unsure tunes)	Drilling: choral and individual.
FORM Statements with question tags could be a problem.	Board work for tunes and tags both. Sure tune: statement and tag both falling tone. Unsure tune: statement falling tone and tag rising tone. When the statement is positive the tag is negative and vice-versa.

Lesson plan (Teacher's Plan)

- Using a photo of a couple and creating interest by questions. Who are they? Where are they? What do people eat there?



- Elicit some more Italian dishes from them because they may remember – spaghetti from their last lessons.
 - **Meaning** – CCQ -Is it a dish or a drink?
 - **Pronunciation** – choral and individual drill.
 - **Forms** – word stress - write on board.
- Show them the picture and ask the students to fill-up the table.
- Sign-post the reading task and distribute the handout to them. Ask them to solve the questions written on the handout.
- Students will read the text and answer the questions.
- Students will discuss answers to reach at a common consensus and the teacher will monitor them.
- OHT – to check answers.
- Sign-post the handout and distribute the handouts to them to solve the questions written on it.
- Students will read the text in detail to find out the answers and write them.
- Students will check answers from each other.
- OHT – to check answers.

- Ask students to play roles of the characters and then ask them to interchange their roles.
- Check intonation and monitor it.
- Correct the errors of intonation through board work. (MPF).
- Students will use the idea and the characters from the role-play to write a story and end it on their own.

Tasks (Materials Designed and Developed) for students

A. Look at the picture and predict your answers:

1. Fill up the blocks:

	Who wants to go to Rome?	Who knows a lot about Rome?	Who has been to Rome?
The Man			
The Woman			

2. Who are they? Tick one :

1. They are friends.
2. They are brother and sister.
3. They are husband and wife.
4. They are travel agent and customer.

B. Read the text and quickly answer the following questions in “yes or no”:

1. Does the man want to take the woman to Rome?
2. Does the man really know how much does it cost to fly to Rome?
3. Is the man rough to the woman in the end?

C. Read the text and answer the following questions also underline the answers in the text:

1. Where do the Romans live?
2. How do they get to work?
3. What’s different about the climate in Rome?
4. What does Mrs Turnbull envy?

5. What do lots of tourists go to Rome for?
6. How much does it cost to fly to Rome?

D. Read the text and write ‘S’ for sure and ‘U’ for unsure for the following text:

1. I know. You hate the rain, don’t you?
2. They always eat spaghetti and drink wine, don’t they?

Answers (to post)

A.

1. **No, he doesn’t.**
2. **Yes, he does.**
3. **Yes, he is.**

B.

1. **They live in Rome. (line 3)**
2. **They get to work by car or bus and sometimes they walk. (line 3)**
3. **The sun shines more often. (line 10)**
4. **She envies them the sun. (line 11)**
5. **They go for food. (line 18)**
6. **He says it costs a lot of money. (line 19)**

C.

1. **S.**
2. **U.**

Reading Text (Material Adapted from the Book)

Mr Turnbull When in Rome, do as the Romans do, they say.

Mrs Turnbull What do the Romans do?

Mr Turnbull They live in Rome, of course, and go to work by car or bus. But sometimes it takes too long that way because of the traffic jams, so they walk.

Mrs Turnbull In other words, the Romans do what everyone else does.

Mr Turnbull Yes, but they do it differently. Everything is different.

Mrs Turnbull What do you mean?

- Mr Turnbull Well, the climate's different for a start. It doesn't rain so much as it does in England. The sun shines more often.
- Mrs Turnbull I envy them the sun.
- Mr Turnbull I know. You hate the rain, don't you?
- Mrs Turnbull I certainly do.
- Mr Turnbull And a Roman really loves life. He knows how to enjoy himself.
- Mrs Turnbull They always eat spaghetti and drink wine, don't they?
- Mr Turnbull Not always. But they like a good meal. Lots of tourists go to Rome just for the food, you know.
- Mrs Turnbull Really? How much does it cost to fly to Rome?
- Mr Turnbull I don't know exactly, but it costs a lot of money.

Rationale:

How the Materials I devised and developed will help develop the learners' language skills

The tasks I devised for this lesson plan are predicting exercise to personalize, gist task for an overview, reading for specific detail and post reading tasks for productive skills like speaking and writing. The tasks designed fit the reading text into an "ESA" (Engage Study Activate)" sequence. (Pg. 71, Harmer J).

BIBLIOGRAPHY

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