



Intermediate English Lesson Plan: Worm Composting

Level: Intermediate

Time: 1.25 hours

Materials: Handout on worm composting, writing materials.

Objective: Learn command verbs for giving instructions. Understand and appreciate the principles of worm-composting. Work as a group to better communicate in English. Contextualize the language to improve retention.

Activity 1 Reading (10 minutes)

Pass out handout on worm composting and instruct students to read for general understanding. After they have finished reading, ask for some feedback. What did they think? Did they understand it? What kind of article is it? Is it useful information? Make sure students have understood the basic meaning of the language, then move on to activity 2.

Activity 2 Vocabulary (5 minutes)

Have students re-visit the reading in pairs, this time paying attention to words they don't understand. As a group go over the difficult words, using mime and pictures to convey meaning and then drilling for pronunciation.

Activity 3 (5 minutes)

Once students have practiced new words, put them back into small groups. In groups have students make a list of all the things they would need for worm composting and then have them think of an action word to go with. Give an example by asking, "What do the worms do?" and elicit, "worms eat the food scraps". Listen to what groups come up with and have them refer back to the reading for help.

Activity 4 Commands (10 minutes)

Have groups go back to the instructional part of the reading and come up with examples of verbs. Write the verbs where the whole class can see. After you have a list of verbs highlight an entire sentence for the reading that does and does not show a command. Ask students what they notice about the language of the instructions and ask them where else they have heard this kind of language. With examples, show the command form using both the negative and the affirmative. In addition, have students come up with examples from their lives. For instance, "My mother says, 'finish your dinner.'" "My father says, 'don't be late'"

Activity 5 "Instructions with movement" (10 minutes)

For a few minutes have students follow your instructions with movement. For example: "raise your right arm, close your eyes, say hello, and don't open your eyes..." Do the movements with them for a while so that they have a guide and get the idea; then have students give each other instructions. First, get the students in a fairly awkward position and tell them to stay still. Next, walk around the room and tap the shoulder of a student who can then give a command to the rest of the class. Lastly, walk around and tap students until everyone has given a command.

Activity 6 "Create your own instructions" (15 minutes)

Put students back into small groups with equal members and then ask them to think of something they know how to do very well. Within their groups, students will think of some simple instructions of 5 to 10

steps. Monitor groups and help them when necessary. Once students have their list of instructions, mix the groups up so that there is one member from each represented in the new group. Once the new groups are formed, have each representative give instructions to the new group. Meanwhile, the other group members will listen and try to guess what the instructions are for.

Activity 7 “Discussion” (5-10 minutes)

As a class, have a discussion about why the students think worm composting may or may not be a good idea. Highlight the do’s and don’ts, and talk about concerns or difficulties.

Activity 8 “Role Play” (10 minutes)

Divide students into small groups and assign them group 1 or group 2.

Group 1: Give one student the role of the skeptic. He is an American who is visiting the village and doesn’t understand why people are so excited about worms. His job is to ask questions and express doubts about the process. Responding to the student’s questions, the other group members have to convince him that it is important.

Group 2: Give one student the role of a neighbor who has heard about worm composting happening in another village and wants to know how he can get started in his village. The other group members have to give him instructions. After students have practiced for a few minutes have the groups present their skits to each other. Note: If there are volunteers available to come to the classroom, it would be excellent to have them address the panel of experts.