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| Reading Lesson Plan | | | |
| Title Animals | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| MIN(minsook kim) | Intermediate | 12 | 50 mins |
| Materials: White board, Markers, Erasers  Survey show board  Projector, Computer, Power point file  Blank papers, Pen  Reading texts (12 copies)  Handout for Task Post activity(3 copies)  Plan B :Reading texts, Handout(12 copies each) | | | |
| Aims: \* Main Aim  By the end of the lesson Ss will develop their reading skills and their teamwork skills  \* Subsidiary Aims  Ss will learn new vocabularies and how to describe the animals  Ss will increase their speaking skills from group works.  Ss will be better able to talk how to express their opinions through group discussion. | | | |
| Language Skills: Speaking: Group discussion.  Listening: listen to the T’s instructions and Ss’ ideas  Reading: Reading texts, Description of animals  Writing: Make five reading questions | | | |
| Language Systems: Phonology: pronounce the new Vocabularies, General observation from T and Ss  Lexis: Vocabulary  Grammar: General observation from T,Ss, Reading txt  Discourse: Group discussion, General conversation  Functions: Conversation in strange animals | | | |
| Assumptions: Ss have a good relationship with each other for group work.  Ss have some background knowledge of strange animals they will encounter in the class  Ss are enough to understand T’s instruction in English and to complete the productive skill activities | | | |
| Anticipated Errors and Solutions: - Some Ss may not know the teacher’s instructions correctly  : provide instructions as simple as possible, use some pictures to explain  -Students may not understand meaning of some vocabularies.  : If necessary, Let Ss use a dictionary  - If time is short  : Skip Task Realization activity, do only 3 or 4 reading questions  - Activity could be finished earlier than timing of lesson plan.  : use SOS activity. | | | |
| References: <http://www.busyteacher.org>  <http://blog.naver.com/>  <http://www.sungwoobook.com>  [www.primaryleap.co.uk](http://www.primaryleap.co.uk)  <http://www.kb34.net/xe/index.php?document_srl=112918> | | | |
| Notes:SOS Activities: Playing Hangman Plan B: After a vacation | | | |

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| Pre Task | | | |
| Title: Survey show | | Aims:To guess the survey results to know the topic Ss will improve their teamwork skills | Materials: White board, Markers, Erasers, Survey show board. |
| Time | Set Up | Students | Teacher |
| 7 mins  (2mins)  (5 mins) | Whole class  Group work  Whole class | -Greeting  -listening  -listening and playing | -Greeting  -Make three groups  Each group is in competition with others. After activity, each group will has different points. A group which is doing well or get many correct answers will have points. The end of lesson we will add up all the points of Each group, the winner will get the reward  -Let Ss make name of their group  **(Ice Breaker Activities)**  Demonstration  Show Survey show board to explain  Instructions  -Introduce all about Activity  The activity is called “Survey show”. As a survey, 100 high school students have been asked, What do you think is the most popular pet??  T has the list of their top five answers.  Ss need to guess what the top five answers  For 3 mins, Ss guess the top five answers with their team numbers. Suggest Ss “It is better to have more than five guesses.”  -Play the game  -Lead Ss use the target languages, when they say their guesses  I think ~, in my opinion~  -Check the each group’s point  <ICQ>  -Do you work alone or with others?  -What/why do you need to talk with your group? |
| Notes: If the Survey show board is unusable, write it on the board. | | | |

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| Task Preparation | | | |
| Title:Who am I? | | Aims:Ss will learn new vocabularies and how to describe the animals | Materials: White board, Markers, Erasers, Projector, Computer, Power Point file , Blank papers, Pen |
| Time | Set Up | Students | Teacher |
| 12 mins  (2 mins)  (10mins) | Group work | Listening and responding  Discussing and playing | **(Activities)**  Demonstration  Show PPT to explain the animals  -Elicit the topic of the lesson from this activity  <CCQ>  -Do you think why the title of the activity is “What do you think is the most popular pet?  Instructions  -Give each group some blank papers and pen  - Introduce all about Activity(PPT)  T will shows description of animals (5 animals)  Give Ss 1min to discuss with their group numbers what the animal is and write the name of animal on a blank paper  When T says “show your answer” and count one, two, three  One of S in each group should put the answer paper up to show their answer to class before the T counts three.  Even thought their answer is correct, If Ss show their answer after T counts three; the Group can not get any points.  -Play the game  -Explain new words in the description of animals  -Check the point of each group  <ICQ>  -What am I going to show you now?  -And what will you do with your group numbers?  -Can you get the point when you put your answer up after I count three?  -What is meaning of the (word)? |
| Notes: prepare pictures to demonstrate to Ss, if the Projector does not work | | | |

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| Task Realization | | | |
| Title: Strange animal | | Aims: To provide self-motivated reading for specific information  Ss will improve their teamwork skills | **Materials**:  Reading texts (12 copies), Projector, Computer, Power Point file |
| Time | Set Up | Students | Teacher |
| 22 mins  (2mins)  (4mins)  (5mins)  (2mins)  (10mins) | Whole class  Individual  Whole class  Group work | Listening and responding  Listening and responding  Reading  Playing  Discussing and playing | Do CCQ to elicit the main topic of reading text from Ss  <CCQ>  Have you heard any strange animals before?  What are strange animals?  **(Activities)**  Demonstration  Show PPT to explain new vocabularies and example questions  Instructions  -Explain meaning of new vocabularies to understand the reading text  -Give the reading texts to each Ss  -Give Ss 5mins to read it  -Do True or False questions(PPT)  -Ask Ss make five reading questions with their group members  T already has five reading questions. If each group has same or similar questions as T has will got the point.  -play game  <ICQ>  -How many reading questions will your group make?  -How can your group get the point in this game? |
| Notes: Notes: prepare pictures to demonstrate to Ss, if the Projector does not work | | | |

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| Post Task | | | |
| Title: Animals and their young | | Aims: Ss will learn new vocabularies about Animals and their young | Materials: White board, Markers, Erasers, Handout of Animals and their young (3 Copies) |
| Time | Set Up | Students | Teacher |
| 9 mins | Whole class  Group work  Whole class | Listening    playing | **(Activities)**  Demonstration  Write the topic on the whiteboard  < Animals and their young>  <CCQ>  Do you know what are animals and their young?  Instructions  -Give Ss information of the topic shortly  -Give each group the handout  -Explain how to do the activity  Draw a line to match the mother and her baby  -Play the activity with group  -check together  <ICQ>  -what will you do with the handout?  -How can your group get the point in this game?  Conclude lesson |
| Notes: If time is short, skip group activity. Do class discussion | | | |

# Worksheets, handouts and lesson materials

**Reading texts**

**The yeti**

In 1832, an explorer traveled to the Himalayas.

The people there told him stories about a strange animal called a yeti. It lived in the snow, they said. It was very tall – much bigger than a man. The explorer didn’t believe the stories. “These people have probably seen a big monkey,” he thought.

But the stories about the yeti continued. A lot of the explorers went to the Himalayas: They wanted to find the yeti. Some of the climbers told stories about a strange animal in the snow, but nobody came back with evidence.

In 1925, a photographer named Tombazi saw a yeti when he was climbing. It was about 300 meters away from him. He was with some other people, and they saw the yeti too. Tombazi tried to take a picture, but the yeti disappeared. Tombazi went to look at the snow and he found footprints. They were enormous!

The best clue about a yeti comes from China. There were stories about yetis from China too. A scientist called Gene Poirier traveled to farms in China and collected pieces of hair. When people examined their hair did not come from any normal animal. Maybe it’s the first real evidence of the yeti!

**Handout for Task Post activity**

Animals and their young

Draw a line to match the mother and her baby.

Cat Puppy

Dog Lamb

Cow kitten

Sheep signet

Lion cub

Swan foal

Horse calf

Duck piglet

Pig duckling

Goose gosling

**Plan B 1**

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Read and translate the text

Mr. Richard’s family was on **vacation**. They are Mr. and Mrs.Richard with two sons. They went to London. They saw their

Travel agent and **booked** their **tickets**. They went to the British **Embassy** to get visas to enter Britain. They had booked fourteen

days tour. This **includes** travel and **accommodation**. They also included tours around London

They **boarded** a large Boeing flight. The **flight** was nearly fourteen hours. On the plane the **cabin crews were** very friendly.

They gave them newspaper and **magazine** to read. They gave them food and drink. There was a film for their **entertainment**.

They had a very **pleasant** flight. They slept part of the way. On **arrival** at Heathrow Airport, they had to go to **Customs** and

Immigration. The officers were pleasant. Mr. Richard and his family collected their bags and went to London Welcome Desk.

They **arranged** the **transfer** to a hotel. The hotel was a **well-known** four-star hotel. The room had perfect

view of the park. The room had its **own** bathroom and toilet. **Instead** of keys for the room, they **inserted** a key-card to open

the door. On the third floor, there was a restaurant serving Asian and European food. They had **variety** of food.

The two week in London went fast. At the end of the 14-day, they were quite tired but they felt very happy.

Questions about the text

1. Where did Mr. Richard's family go on vacation?

2. How long was the flight to London?

3. Where do you think Mr. Richard's family come from?

4. Where did Mr. Richard's family stay in London?

5. How long did they spent in London?

**Plan B 2**

What is the meaning of these words?

vacation

book

ticket

embassy

include

accommodation

board

flight

cabin crew

magazine

entertainment

pleasant

arrival

customs

arrange

transfer

well-known

own

instead

insert

variety