|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| TITLE | The origin of Halloween pumpkins | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Kim Hwa Jeong | | | | intermidiate | 10 | 10 | 40minutes |
| MATERIALS | | | | | | | |
| Book, Odio, Flash card, | | | | | | | |
| AIMS 1. | | Procedure aim - what students will do during the class. | | | | | |
| **2.** | | Achievement aim- Aim are the results of the lesson from the learner’s perspective. | | | | | |
| 3. | | Material aim | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Pronunciation / intonation / stress | | | | |
| Speaking | | | What is the topic? | | | | |
| Reading | | | Whole story. | | | | |
| Writing | | | Summary of the story | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Distinguishing /F/ and /P/ (ex) family / pine | | | | |
| Lexis | | | Halloween | | | | |
| Grammar | | | The present perfect (ex) He has played drums. | | | | |
| Discourse | | | The origin of Halloween pumpkins | | | | |
| Functions | | |  | | | | |
| ASSUMPTIONS | | | | | | | |
| Students know about Holloween | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Getting students to read books over and over again. | | | | | | | |
| REFERENCES | | | | | | | |
| “English Reading” written by Lee Sun Wook | | | | | | | |
| NOTES | | | | | | | |
|  | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PRETASK TITLE | | | Vocabulary | | |
| AIMS | | | | MATERIALS | |
| Distinguishing pronunciation | | | | Flash card | |
| TIME | SET UP | STUDENTS | | | TEACHER |
|  |  | Finding out the meaning of words  Making sentences using new words. | | | Let students pronounce repeatedly |
|  |  |  | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK PREPARATION TITLE | | | Explanation of vocabulary | | |
| AIMS | | | | MATERIALS | |
| Getting Ss to understand vocabulary | | | | Examples of sentence | |
| TIME | SET UP | STUDENTS | | | TEACHER |
|  |  | Reading whole story  Let students discovery main vocabulary | | | Explanation of main vocabulary |
|  |  |  | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK REALISATION TITLE | | | Listening stories | | |
| AIMS | | | | MATERIALS | |
| Getting students to understand well | | | | Odio | |
| TIME | SET uP | STUDENTS | | | TEACHER |
|  |  | Bottom - up model   * What is the first word of English?   Top - down model-   * What is happening? | | | Getting students to elicit specific response |
|  |  |  | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POST TASK TITLE | | | Feedback | | |
| AIMS | | | | MATERIALS | |
| Overcoming students’ weekness | | | | Discourse | |
| STUDENTS | | | | TEACHER | |
|  |  | Talking about weekness each other | | | Solution of students’ weekness |
|  |  |  | | |  |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
|  | | | | | |

Paste worksheets, handouts and lesson materials here