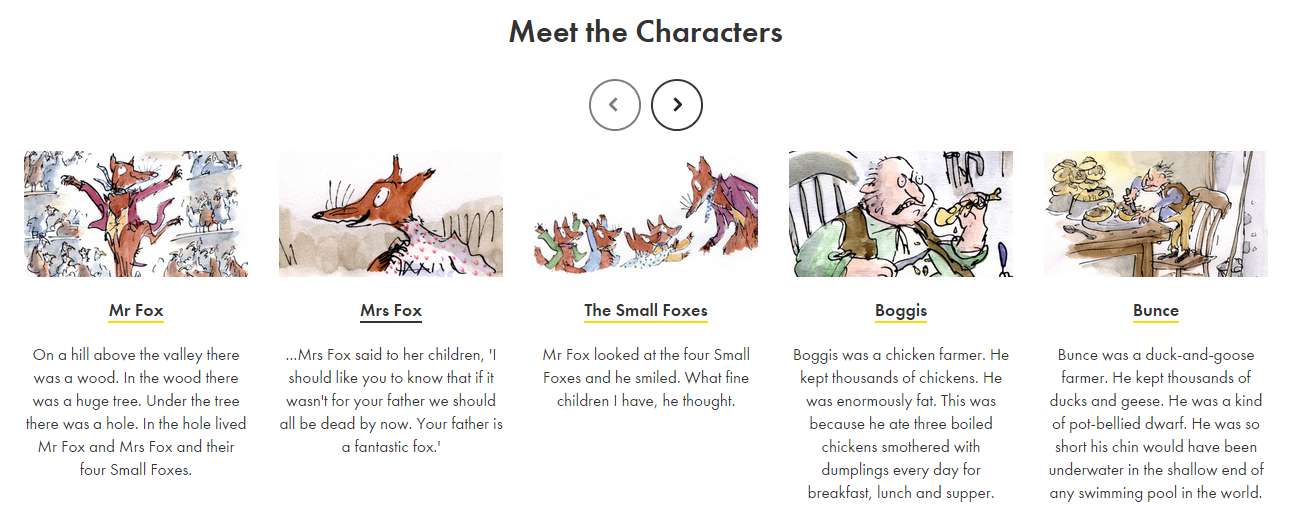
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| TITLE | Fantastic Mr.Fox | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Joon | | | | Intermediate | 10-11 | 6 | 60 |
| MATERIALS | | | | | | | |
| Fantastic Mr.Fox (by Roald Dahl) book, board, markers, computer(connected with Internet), worksheets, visual aids if needed (flash card, realia, etc. to explain vocabulary) | | | | | | | |
| AIMS 1. | | Students will improve listening comprehension skill by listening a story | | | | | |
| **2.** | | Students will study vocabulary, expression, and grammar through the story | | | | | |
| 3. | | Student will practice speaking skills by discussing in a small group and presenting in front of the class | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Students will be listening to teachers reading “Fantastic Mr.Fox” book and audio clip | | | | |
| Speaking | | | Students will be talking about their understanding of story | | | | |
| Reading | | | Students will be reading a script on worksheet | | | | |
| Writing | | | Students will be filling out the vocabulary and important expressions on a worksheet | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Students will focus on practicing accurate pronunciation  ex) One fat, one short, one lean. These horrible crooks, so different in looks. | | | | |
| Lexis | | | Students will focus on learning new words and expressions  ex) cocky, twitched, whooshing, gulp, tommy-rot, came along | | | | |
| Grammar | | | Students will learn basic grammar by audio-lingual method  ex) the cleverest 🡪 the + ~est for the superlative degree | | | | |
| Discourse | | | Students understand the story and share their own thoughts about the story | | | | |
| Functions | | | Student can listen and create own conversation | | | | |
| ASSUMPTIONS | | | | | | | |
| Student have enough ability to understand the intermediate level of story book | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Students can miss the grammar error since class does not run by the grammar translation method | | | | | | | |
| REFERENCES | | | | | | | |
| Book “Fantastic Mr.Fox”, Roalddahl.com, Youtube “Popular Roald Dahl &Audiobooks Video” | | | | | | | |
| NOTES | | | | | | | |
| Before start to reading a story go to Roalddahl.com and explain the main characters of the book | | | | | | | |

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| PRETASK TITLE | | | Open Arm | | |
| AIMS | | | | MATERIALS | |
| Get students’ interest and attention by asking guiding questions which make them to participate in the class | | | | Board, markers | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 7min | Whole Class | Answer to teacher’s question | | | Ask some everyday life, broad questions that lead to story of “Fantastic Mr.Fox” |
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| NOTES | | | | | |
| If student does not give answers to teacher, make the small group and ask them to share their everyday life (Teacher must go around the class group by group to supervise and lead the conversation) | | | | | |

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| TASK PREPARATION TITLE | | | Hard Ball | | |
| AIMS | | | | MATERIALS | |
| Students study new vocabulary/expression/grammar by teacher’s explanation | | | | Board, markers, visual aids (all kinds of visual aid to help student to understand better) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 13 | Whole Class | Assume and answer the meaning of the new vocabulary/expression/grammar | | | Teach new vocabulary/expression/grammar |
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| NOTES | | | | | |
| Prepare some example sentences to explain new vocabulary/ expression/grammar in case students have difficulties to understand | | | | | |

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| TASK REALISATION TITLE | | | Show Time | | |
| AIMS | | | | MATERIALS | |
| Student listen to the story and understand the context by discussing within a group | | | | Book “Fantastic Mr.Fox”, Computer(connected to internet), Worksheet | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 | Whole Class | Listen to teacher | | | Explain the character using Roalddahl.com |
| 13 | Group by 2-3 | Student listen to the story by passage and discuss about what they have understand within a group | | | Teacher 1-2 page of the book and ask group to discuss about what they have listen |
| 3 | Whole Class | Listen to audio clip and fill out the worksheet | | | Play audio clips of the day and ask student to fill out the worksheet |
| 3 | Whole Class | Read worksheet together correctly | | | Ask student to read the worksheet to check their pronunciation and make sure all the students wrote correct answers |
| 8 | Group by 2-3 | Prepare summary and ready to present to the class by group | | | Ask student to write and present summary of the day by group |
| 7 | Whole Class | By group present in front of the class | | | Listen to presentation and give comments |
| NOTES | | | | | |
| Adjust the time of each activities as class continues (some activities might take more time than it planned) | | | | | |

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| POST TASK TITLE | | | Dream | | |
| AIMS | | | | MATERIALS | |
| Assign homework by hand out the worksheet | | | | Worksheet | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 | Whole Class | Understand the homework/assignment | | | Ask student to predict what will happen next to today’s story and complete the worksheet by next class |
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| NOTES | | | | | |
| Get students attention until the end of the class, so students does not miss next class assignment  \* Next class, start pretask, open arm questions by asking student about their prediction of the story | | | | | |

Fantastic Mr. Fox class worksheet   
  
- Fill out the blank as listen to the audio clip  
  
  


The Three Farmers

  
  
Down in the valley there were three farms. The \_\_\_\_\_\_of these farms had dome well. They were rich men. They were also \_\_\_\_\_ men. All three of them were about as \_\_\_\_\_ and mean as any men you could meet. Their names were Farmer Boggies, Farmer Bunce and Farmer \_\_\_\_.

Boggies was a chicken farmer. He kept \_\_\_\_\_\_\_\_ of chickens. He was \_\_\_\_\_\_\_\_\_\_ fat. This was because he ate three \_\_\_\_\_\_\_ chickens \_\_\_\_\_\_\_\_\_ with dumplings every day for breakfast, lunch and \_\_\_\_\_\_\_.

Bunce was a duck-and-goose farmer. He kept \_\_\_\_\_\_\_\_\_ of ducks and geese. He was a kind of \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_. He was so short his chin would have been under water in the \_\_\_\_\_\_ end of any swimming-pool in the world. His food was doughnuts and goose livers. He \_\_\_\_\_\_ the livers into the doughnuts. This diet gave him a \_\_\_\_\_\_\_-ache and a \_\_\_\_\_\_\_\_ temper.

Assignment worksheet  
  
  
- Please predict what will happen next to the story and write in several sentences