|  |
| --- |
| **Topic: Special Occasion** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: Stella | Level:**Intermediate** | Students:**13** | Length: **30 Minutes** |

|  |
| --- |
| Materials:* Special occasions table worksheet ( 13 copies )
* Reading article (13 copies )
* A picture to show the different kinds of holidays
* Birthday fill-in worksheets ( 13 copies )
* Whiteboard, board marker
 |

|  |
| --- |
| Aims:* Students will learn vocabulary about different things to celebrate special occasion
* Students can predict what to do by looking at the picture of different special occasion
* Students can read an article of different persons from different countries and what things they do during their birthdays
* To be able to know what each person’s will do or give during celebrating special occasion
 |

|  |
| --- |
| Language Skills:* Reading: Special things table worksheet, reading article about birthday
* Listening: Teacher’s instructions/explanations, Students thoughts and idea
* Writing: Answering the different kinds of worksheets
* Speaking: Students’ opinions how they celebrate special occasion and birthdays
 |

|  |
| --- |
| Language Systems:* Grammar: unfamiliar words like “kanreki” and variety of words in the text
* Lexis: describing each person of what to do during special occasion
* Function: interacting with each other
 |

|  |
| --- |
| Assumptions:* Students is familiar that every special occasion in each country is different
* Students knew what a special occasion means?
* Students knew the different kinds of holidays and when they celebrated it through real-life experience
* Students know how to scan an article
 |

|  |
| --- |
| Anticipated Errors and Solutions:* If time is short doing the worksheet
* Give them more time. Be flexible.
* If students finish their tasks earlier than anticipated,
* Ask as many students as possible about their idea of what they usually do during their birthday or celebrating special occasions in their country.
* If they are having a difficulty about some vocabularies
* Explain to them in a simple word and give more examples
* If they are having trouble in some sentences in an article
* Try to elicit and give some examples
 |

|  |
| --- |
| References:* TESOL Students workbook Reading lesson plan
* Interchange Intro Book by Jack Richards
* Interchange Students Book 1 by Jack Richards
 |

|  |
| --- |
| **Lead-In** |
| Materials: PPT to show the picture, white board, board marker |
| Time3 min  | Set UpWhole Class | ProcedureHi everyone, how was your day yesterday? Great! I would like to ask you some questions? If you will celebrate your birthday, what things you will prepare? Did you celebrate it together with your parents or friends? Do they usually give you gifts during your birthday?( Elicit the important words and write them on the board )So, today I will show you some pictures. What is the picture all about? Right, it’s all about different special occasion to celebrate.. |

|  |
| --- |
| **Pre-Activity** |
| Materials: : Pictures to look at, Worksheet, Whiteboard and Markers |
| Time3 min1 min2 min | Set UpWhole ClassIndividualWhole Class | ProcedureInstruction:Instruction: Try to look at the monitor. What are the different holidays inthe US? When they usually celebrate it? How about in here? Do you celebrate any of these holidays? How do you celebrate them? What are some holidays in your country? What’s your favorite holidayWrite their answers on the boardOn the worksheet, put a check mark on the things you do for each special occasion. For example, on mother’s day I will give my mom a thanksgiving card. (Distribute the worksheet)Monitor discreetly. Answer the students, if they have questionsCCQWhat they will do?How much time?Give them time warning: 30 secondsAsk some students who wants to share with the class about their worksheet and let them explain why they put a check mark on that thing? |

|  |
| --- |
| **Main Activity** |
| Materials: Reading article, worksheet  |
| Time10 min | Set UpWhole Class | ProcedureInstruction: Let’s read the article together. Ask students who will read the first article, second article and so forth. After reading the article, try to ask the students about what is in the article, like Mr. and Mrs. Aoki Kyoto, when they turn 60 years old, how do they call it or what is the meaning of it in their country in Japan? Ask students several questions about the article so that you will know whether they understand it or not? CCQ What are they supposed to do? Who are you working with? What are they supposed to think about? What do you think about person no.1? What do you think about person no.2?  Instructions: Under the article, there is a couple of list of sentences that is not in proper sentences. Let us try to correct the following sentence in their proper structure. CCQ What are you going to do? Do you work in pairs? So, let’s find out what is the proper structure of the sentences. Ask students one by one. Who will volunteer? |

|  |
| --- |
| **Post Activity** |
| Materials: Birthday fill-in worksheets |
| Time7 min | Set UpPairWhole Class | ProcedureOn the last page of the worksheet. I want you to talk you’re your partner, the person seated next to you and try to answer some of these questions: When is their birthday? Ask them questions related about birthday and write what you know in the table provided for. I will give you 3 min to discuss with each other.  CCQAre you working in pairs?How many minutes?Monitor discreetly each one of the students.Share students’ opinions Take 1-2 volunteers if running out of time. |

|  |
| --- |
| **SOS Activity** |
| Materials: N/A |
| Time5 min | Set UpWhole Class | ProcedureTalk with your partner, and try to ask them what special occasion are they going to celebrate this year? When are they? How are you going to celebrate them? After discuss with your partner. Share it to the whole class. |