|  |
| --- |
| ☐ Listening ☐ Speaking 🗹 Reading ☐ Grammar ☐ Writing |
| **Topic: Do you like to read Aesop’s fables?** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Lizzy** | Level:  **Intermediate** | Students:  **5** | Length:  **40 Minutes** |

|  |
| --- |
| Materials:   * White board * Board markers * Handouts #1,2,3 and 4 (5 copies to each) |

|  |
| --- |
| Aims:   * Students will improve their reading comprehension skills by discussing in a pair or a group about the story * Students will learn key vocabulary by doing worksheet * Students will find the lesson of the story through skimming and scanning the story and worksheet * Students will improve their listening and speaking skills by sharing ideas in a pair or a group |

|  |
| --- |
| Language Skills:   * Reading: reading a story ‘The City Mouse and the Country Mouse’, worksheets * Listening: listening and sharing ideas with class and hear T’s instructions * Speaking: sharing information in pair/group, answering teacher’s instructions * Writing: completing worksheet |

|  |
| --- |
| Language Systems:   * Lexis & Phonology: New vocabulary in the story (serve, pass, set the table etc) * Grammar: past tense in the story * Function: understand the story and context |

|  |
| --- |
| Assumptions:   * Students are familiar with Aesop’s fables * Students are not familiar with the story “The City Mouse and the Country Mouse” * Students know how to skim and scan * Students are used to work individually or in a pair/group |

|  |
| --- |
| Anticipated Errors and Solutions:   * Students may have difficulties understanding certain words in the story or worksheet * Explain the words and give some example sentences using the words * There may not be enough time to complete the lesson * Shorten the time for working on the vocabulary worksheet * Some students may finish the task preparation and main tasks earlier than others * Give students worksheet #3 * Give students more time to discuss and share ideas |

|  |
| --- |
| References:  - The book, <Reading Key> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-task** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Answer teacher’s questions | Hello, everyone. How was your week?  Do you remember any bedtime stories of your childhood? Then, are you familiar with “Aesop’s fables”? Does anyone know what it is? What stories have you read in it? What lessons did you learn from them?  Great. Today we will find a lesson from a story “The City Mouse and the Country Mouse” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Preparation** | | | |
| Materials:  White board, Board markers, worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  3min | Whole class  Individually  Whole class | Listen to teacher’s instruction  Complete the worksheet  Check answers together | Before we read the story, I would like you to go through some key verbs and vocabulary.  (Handout worksheet #1)  Do the worksheet first and share answers with your partner. I will give you 3 minutes.  **CCQ**  How many minutes do you have?  Do you work alone?  Do you need more time?  (Yes – give 30 extra seconds)  (No – check answers together)  Okay, was it challenging/easy? Are you ready to read the story now? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Realization** | | | |
| Materials:  White board, Board markers, Story | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  4min  5min | Whole class  Individually  Whole class | Listen to teacher’s instruction  Re-read the story  Discuss & share ideas | As I read the story, I want you to focus on these questions.  (Write questions on the board)  \* Who is in the story?  \* How are the country and city different?  \* Why did the country mouse go back home?  Now, here we go.  (Read the story aloud)  So, some of you may be okay with someone reading the story to you. But for others, it may not work. So I will give you extra 3 minutes to re-read the story individually. Don’t forget to focus on the questions when you read.  **CCQ**  How many minutes do you have?  Do you read alone?  What do you need to focus on when you read?  Do you need more time?  (Yes – give 30 extra seconds)  (No – Do the worksheet #2)  Okay, let’s see how much you have learned from the story.  \* Who was in the story?  \* How are the country and city different?  \* Why did the country mouse go back home?  (Discuss the story with the questions.) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  White board, Board markers, Worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  8min | Whole class  Individually  Whole class | Listen to teacher’s instruction  Complete the worksheet  Share ideas | Great. Now I want you do the worksheet and find more details. Then we will share ideas together.  (Hand out worksheet #2)  I will give you 3 minutes to finish it.  **CCQ**  How many minutes do you have?  Do you work alone?  Are you done? Do you need more time?  (Yes – give 30 extra seconds)  (No – check answers together)  When you answer, I want you do use this response frame.  (Write “I know this because the text says ~. on the board)  (Talk through #1~8)  Great job, everyone. I hope you all enjoyed the story. So, what have you learned from the story?  (Elicit from students)  Okay, thank you for your cooperation. See you next time. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials:  Worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Individually | Complete worksheet | Do the worksheet and talk about the answers with your partner when you are done.  (Hand out worksheet #3) |

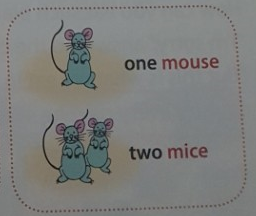
**Worksheet #1**

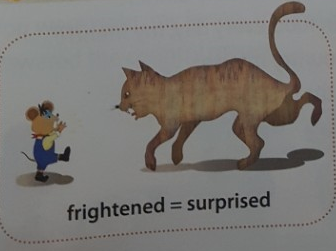
**Match the picture with the correct words.**

1. Pass 2. Return 3. Frightened 4. Visit

5. Set the table 6. Mice 7. Serve 8. Taste

A B C

D E F

G H

**Worksheet #2**

1. Which animal does each picture show?

1. What kind of food did the country mouse serve?
2. Plain food b. delicious food c. hot food
3. What does “plain” mean?
4. Delicious b. simple c. small
5. Where did the city mouse live?
6. In a small house b. in a big house c. in a building
7. Why did the city mouse and the country mouse run through a hole?
8. They were full.
9. They saw a cat coming.
10. They wanted to eat outside.
11. Why did the country mouse decide to go back to his home?
12. He did not like the delicious food.
13. There was not much food at the city mouse’s house.
14. He like his simple but peaceful life in the country.
15. What did the country mouse serve to the city mouse?

* He served some pieces of , green and

.

1. How did the country mouse feel about the cat?

* He was very of the cat.

**Story**

Once upon a time, there were two mice. They were friends. One mouse lived in a mall house in the country. The other mouse lived in a large house in the city. One day, the city mouse went to visit his friend in the country. The country mouse was very happy to see the city mouse. He set the table for dinner. He served some pieces of corn, green peas, and berries.

The city mouse looked around the table and said, “Oh, my! This is all you have? Is this really dinner? How can you eat such plain food every day, my friend?” “I’m sorry,” answered the country mouse. “But this is what we eat in the country every day,” he said.

“Come with me to the city,” said the city mouse. “What is in the city?” asked the country mouse. “There is a lot of delicious food,’ answered the city mouse. “Once you have tasted all the wonderful food, you will never want to return to the country.”

So the two mice went to the city. The mice walked for a long time. At last, they arrived at the city mouse’s home. Hi lived in a very big house. “You must be hungry. We will have dinner soon,” said the city mouse. He invited his friend into a large kitchen. “Help yourself. There is enough food for us,” said the city mouse.

On the huge dining table, there was a lot of delicious food. There were lots of bread and cheese. There were lots of meat and potatoes. There were fruits and cakes, too. “See,” said the city mouse. “This is how we eat in the city every day.” “You were right, my friend. This is a very good dinner,” answered the country mouse.

The two mice began to eat the dinner. Just then, the door opened, and they saw a cat coming. “Run!” shouted the city mouse. The two mice quickly ran through a small hole in the wall. “Whew! That was close,” said the city mouse. “Just wait here for a while, and then we can finish our dinner.”

But the country mouse was very frightened. He could not even talk. A few minutes passed. “Let’s go and eat,” said the city mouse. “No, thank you, my friend,” said the country mouse. “I’m going back to the country. I like my simple house. There is not much food at my house. But I can eat in peace. Goodbye, my friend.” The country mouse went back to his home.

**Worksheet #3**

1. **Look, Read, and Write.**

Look at the pictures. Write the correct words.

|  |
| --- |
| Plain delicious frightened dining table |

* Dinner in the country was
* Dinner in the city was
* There was a big
* The country mouse was very

1. **Serveed or Served?**

Draw a circle around the past form of each verb and then write the verb.

1. The country mouse food to the city mouse. (serve)

serveed served

1. At last, they at the city mouse’s home. (arrive)

arrived arrived

1. The two mice to eat the dinner. (begin)

beginned began

1. The country back to his home. (go)

goed went