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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Farm Animals** |

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| Instructor:  ( Hye min) | Level:  Pre-intermediate | Students:  8 students | Length:  50 minutes |

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| Materials:   * image of farm Animals * Flash card (Animals pictures) * 8 copies of Worksheet 1 [Matching Vocabulary Practice] * 8 copies of Worksheet 2 [Filling the gaps] * Script * White board, board markers * YouTube video clip of “old MacDonald had a farm” * Beam projector |

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| Aims:   * To learn vocabulary associated with the animals by flash cards and a 'matching vocabulary' worksheet. * increase vocabulary relate to animals in the farm * Pronounce correctly these words and make sentences the new words learned. * To practice speaking by role-playing and comparing answers within groups. |

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| Language Skills:   * Listening: ‘old MacDonald had a farm’ song and the teacher’s explanation about flash cad. * Speaking: pronouncing world with flash card and repeat animals sounds. * Reading: ‘matching the vocabulary’ and 'filling the gaps' and worksheet * Writing: filling the gaps and vocabulary worksheet. |

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| Language Systems:   * Lexis: words and idioms associated with the farm animals and idioms used in conversation. * Phonology: practicing new vocabulary. * Function: describe the farm animals. |

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| Assumptions:   * Students know what is in the farm. * Students can speak and write in English but not accurately. * How the class is set up and run. * Students know sound of crying animals. |

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| Anticipated Errors and Solutions:   * Students may not be able to fill in the blank.   - Replay the video one more time and chunk the listening.   * Students may not have been to farm before.   -Teacher explain where is farm and tell another students experience at the farm.   * Some students will have difficulty in doing the write spelling.   -Give some help and work with together.   * Students may finish their activity early (SOS plan)   -Give students writhing another worksheet when their finish. |

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| References:  -<https://youtu.be/5oYKonYBujg>  -<https://en.oxforddictionaries.com/>  - <https://i.pinimg.com/originals/a7/3d/c0/a73dc04a3ea63dd84de3ca445fb6e976.jpg> |

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| **Lead-In** | | | |
| Materials: Image of farm animals | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole Class | Answering Questions | Procedure:  Hello, everyone? How did you spend the weekend? Do you guys have a lovely weekend?  All right cool! Are you ready to study today? Ok!  Today I would like to talk about farm animals!  Who likes animals?  (SS answer ‘me me!!’)  Have you ever seen animals before?  Have you ever visited a farm?  What animals did you see?  Well done! so today, we learn about what is in the farm and we are going to hear the sound of animals. But first, we will learn some vocabulary about animals. |

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| **Pre-Activity** | | | |
| Materials: : Flash cards, 8 copies of Worksheet 1 [Matching Vocabulary Practice] | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Whole Class  Individually  Whole Class | Speaking and  Answering Questions  Complete worksheet &  Compare answers with partner  Speaking.  Saying their answer out and checking answers. | Procedure:  **1. Flash cards(vocabulary)**  instructions  I will show you some flash cards for you.  (show flash card and talk about what is this)- (be careful with pronunciation and accent)  Let the students speak out loud after the teacher first says.  Make sure students understand meaning  CCQ  What is horse?  What does cow say?  **2. Vocabulary(worksheet)**  Instruction  Now I will give you vocabulary work sheet.  Work individually and Please link a word on the left side to the correct meaning of it on the right side by draw a line.  You have 5minutes.  CCQ  How much time do you have?  Are you working alone?  Monitor discreetly. Answers students if they ask questions.  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need.  All right! I think everyone ready to check answer.  - Encourage students to say the answer aloud. If the student says the wrong answer, kindly fix it and comfort them. |

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| **Main Activity** | | | |
| Materials: **video clip[old MacDonald had a farm’], 8 copies of Worksheet 2 [Filling the gaps], Video playback equipment (such as beam projector),board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min  10 min | Whole Class  Individually  Whole Class | Listening & watching  Listen again & Filling the gaps  Checking answers together | **1. Listen and Filling the gaps**  Instructions  Have you ever Listened ‘old MacDonald had a farm’ song?  Now, I’ll show you ‘old MacDonald had a farm’ song.  Frist I'll give you this 'Filling the gaps' work sheet. When you are ready I'm going to play the video.  Ok! Here we go!  CCQ  Are you working alone?  How many times are we listen?  What are you supposed to do while listening?  (play the video)  Cool! Did you hear the words? That we learned before with the worksheet.  What kinds of animals in the farm?  Lovely!  What does cow say?  Do you like animals?  **2. “ Filling the gaps” worksheet**  Instructions  Ok! I'll play video again for students. At this time listen to the dialogue carefully and fill in the blanks. Please work individually.  (play the video again)  Okay. Perhaps you all finished it.  Do you want to listen again?  ->Yes: Have them listen one more time.  ->No : Have them share their answers  Let’s check the answers!!  Now, let’s compare your answer with your partner sitting next to you  I’ll give you 2 minutes.  Times up! Let’s check the answers together!!  (While Students read out, teacher write the answers on the white board)  Check answers:   * Say the answers one by one * Students say the answers loud. * If a student doesn’t know the answer helps the students.   Perfect! We are nice work! |

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| **Post Activity** | | | |
| Materials: pick up the flash card, Guess the animals sounds | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class | Pick up the flash card &  Guess the animals sounds | **1. pick up the flash card game**  Instructions  Now we have 7 minutes left!  I’d like to go fast to play mini games. The name is picking up the flash card also we guess the animal’s sounds!  Keep the flashcards on the floor. Tell tour students to site around the flashcards on the floor and put their hands up in the air. Say a flashcard (e.g. ‘pig’) and students have to quickly pick up the correct card.  Also, when student pick up the card he/she mimic the animal’s sounds.  CCQ  Can I touch the card first?  How many times do we have?  We are seat in the floor?  **2. conclude lesson**  All good job! Today our lesson was great!  Thank you. See you tomorrow!  Homework  Write about 5 things what’s your favorite animals? |

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| **SOS Activity** | | | |
| Materials: writing worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | individually | writhing | (If students finish their tasks earlier than anticipated)  After finish post activity, they write the vocabulary about animals. |