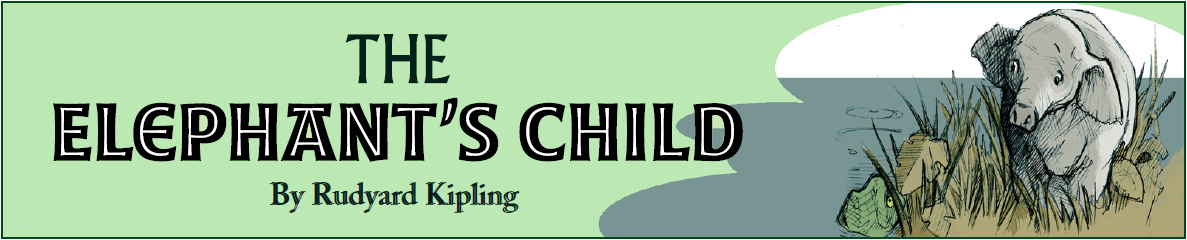
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| com Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Unusual-Looking Animals** | | | |
| Instructor:  Rachel &Kayla | **Students Competency Level**  **Intermediate** | **Number of Students:**  **12** | **Lesson Length:**  **55 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  PPT File  – Animal Pictures  Elephant  Giraffe  Ostrich  Hedge Hog  – Today’s Vocabulary  Curious  Dreadful  Tiresome  Excitement  Computer  Projector  The Elephant’s Child Reading Text  What Do You Think Worksheet | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Ss will be able to learn the vocabulary related to animal and the reading text * Ss will be able to understand the story of today’s reading text and answer the questions related to the text * Ss will be able to come up with their own ideas how the unusual-looking animals got their appearances or looks by participating in group discussion | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Reading a text about The Elephant’s Child and “What Do You Think” worksheet   * Listening:**(Where did listening occur in the lesson?)**   Listening to T’s talk, instructions and feedback, Listening to the group members when they discuss, Listening to other group’s presentation   * Speaking: **(Where did speaking occur in the lesson?)**   Speaking to group members, answering to T’s questions, Presenting group’s own story   * Writing: **(Where did writing occur in the lesson?)**   Preparing group’s own story & presentation | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Repeating after T (vocabulary), Classroom participation and discussion   * Function:**(situation)**   Animal’s appearance. Explaining the situation how a certain animal got its appearance or look   * Lexis: **(meaning)**   Learning vocabulary related to animal and today’s text   * Grammar:**(language structure)**   General discussion Grammar not emphasized   * Discourse: **(communication)**   Discussing in groups and presenting in front of the class | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * Ss have seen animals in the past * Ss are interested about unusual-looking animals * Ss are interested about how the animals got their appearance or look | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * There might be Ss who do not know all the words from the text   Solution: Encourage them that they can understand the text without knowing all the vocabularies in it. But at the same time, try to give many examples to help the Ss to understand as much as they can.   * Some groups might think it would be hard to come up with their own story   Solution: T starts the activity by giving interesting example before they do group discussion   * If activity takes too long   Solution: T give time warning   * If activity finishes too soon   Solution: give Ss more time for the discussion | | | |
| References:  <http://www.education.com/download/worksheet/96263/the-elephants-child-2.pdf> | | | |

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| **Lead-Inor Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**  PPT File  – Animal Pictures  Giraffe  Ostrich  Elephant  Computer  Projector | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1 min  2 min  4min  2 min | Whole  Whole  Whole  Whole | Ss greet the T  Ss listen to the T  Ss look at the pictures that the T prepared and communicate with T  Ss listen to the T | Greeting  Tell T’s story ( related to the zoo )  Ss and T communicate with the unusual-looking animal pictures. Ask Ss if they saw animals in the past and elicit Ss by asking what memorable experiences they have with animals.  Tell T’s story related to elephant. |

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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  PPT File  – Animal Pictures  Elephant  – Today’s Vocabulary  Curious  Dreadful  Tiresome  Excitement  Computer  Projector | | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** | |
| 6 min  3 min  3 min | W  W-S  Whole | Ss listen to the T and ask the T if they have any question  Ss answer to T’s CCQ. Answer to T’s Q with either yes or no.  Ss respond or ask T for assistance  Ss Look at the picture | T tells the Ss that they will read an interesting story about the elephant baby. Before reading the text and T explains some vocabularies that can help the Ss to understand the text better. (Curious, Dreadful, Tiresome, Excitement.)  **Concept Check Questions**  Pointing out a S  Ex) Does a monster have a dreadful face? Are you tiresome when you finish the marathon?  Ask the Ss to make an example sentence by using the learned vocabularies  Show Ss the picture of elephant again | |
| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** | | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**  The Elephant’s Child Reading Text  What Do You Think Worksheet | | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | | **Teacher Procedure &Instructions:** |
| 2 min  3 min  4 min  3 min  8 min | Whole  Whole  W  S-W  3 groups of 4 | Receives the text and answers T’s questions  Read the text carefully  Receive Worksheet.  Ss answer the question in the worksheet.  Pointed Ss answer the questions.  Each group selects a topic and make their own story about Q3. | | Introduce The Elephant’s Child Text and hand out the text and ask questions to increase interest in the text.  Ask Ss to read the text carefully.  Distribute “What Do You Think” Worksheet. Ask Ss to answer Q1 and Q2 and monitor Ss by wandering the classroom.  Pointing out several Ss to answer Q1 & Q2 and let them explain the reason why they think so.  Divide class into 3 groups of 4 persons. Let each group select one topic (animal) with group members and ask them to discuss about Q3 in groups. T gives example first before the groups discuss it. Monitor Ss how they are doing while wandering the classroom. |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  What Do You Think Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 9 Min  4 Min  1 Min | Group-W  S-W  Whole | One S from each group present what they discussed in their groups for Q3.  Several Ss give their idea and explain why they think so.  Ss say good bye | Let one of the students from each group present for Q3 in front of the class.  Ask Ss what was so creative about other groups’ idea and let them shortly explain why. (Encourage Ss and give positive feedback)  T ends the class and thanks Ss for their creative ideas and active participation. |

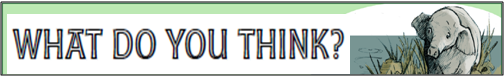


Long, long ago, the mighty Elephant had no trunk. His nose was short, and only as big as a boot! But the Elephant’s child, just a baby Elephant, was very curious and always asked silly questions: “Aunt Ostrich, why do your tail feathers grow so tall? …Uncle Giraffe, what makes your skin so spotty? … Miss Hippo, how does your mouth open so wide?”

One fine morning the curious baby Elephant asked, "What does the Crocodile have for dinner?" All together everybody yelled, “HUSH!" in a dreadful tone, and they left him. But the baby Elephant did not understand why. He was still curious!

Then the baby Elephant came upon the big bird and he sighed, "My family yelled at me and left me, but I still want to know what the Crocodile eats for dinner!" The bird answered, sadly, "Go to the great green river if you want to find out."After a long and tiresome search, the baby Elephant found the Crocodile by the river. "I have been looking for you, Mr. Crocodile!” he said with excitement, “Will you please tell me what you have for dinner?” The Crocodile opened his mouth wide, and he said, “Come closer, baby Elephant, I'll whisper it to you.” The baby Elephant bent his head down to the Crocodile's large, toothy mouth. "I think… Today I will begin with a baby Elephant!" And suddenly the Crocodile caught him by his little nose. The baby Elephant cried out through his pinched nose, "Led go! You’re hurding me!" He sat back and began to pull as hard as he could. As he pulled, and leaned back, his nose began to stretch! They both pulled and pulled until the baby Elephant’s nose was almost one hundred fifty centimeters long. Finally the Crocodile let go of his nose. The poor baby Elephant was left with a very sore and very long nose! At first, all the animals made fun of his great, ugly nose. But then he found many uses for it. He could pick fruit from high treetops, brush away flies, and even breathe when he was underwater!

And that is how the Elephant got his trunk.



* **Pls. read and answer Question 1 & 2 individually.**

**Q 1-1.** According to the story, after the baby Elephant’s nose was stretched, what could he do?

A. Pick fruit, brush away flies and breathe underwater

B. Catch the big bird

C. Blow water on Aunt Ostrich

D. Cover his eyes with his nose.

**Q 1-2.** If you were an elephant, what would you do with the long nose?

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**Q 2.** Why was the big bird sad when he told the baby Elephant to go to the river? Why do you think so?

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* **Pls. read and discuss Question 3 with your group members.**

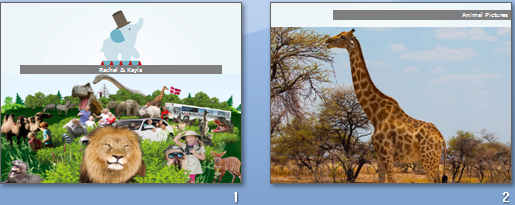
**Q 3.** Write down the characteristics of the animal that your group selected and create your own story how the animal got its unusual-looking.

\*Animal Name:

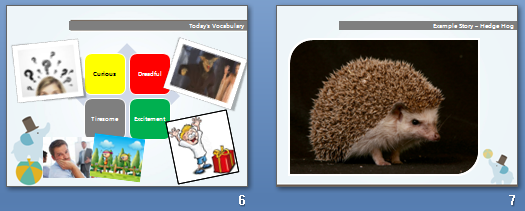
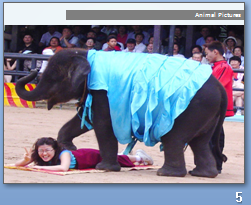
\*Characteristics (Related to its appearance):

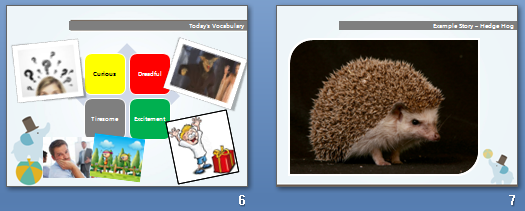
\*Your Own Story:

**PPT FILE (Animal Pictures & Vocabularies)**

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