|  |
| --- |
| ☐ Listening ☐ Speaking ■ Reading ☐ Grammar ☐ Writing |
| **Topic: Fantastic Mr Fox** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: Kaychan Park | Level: Intermediate | Students:6 | Length: 40 minutes |

|  |
| --- |
| Materials:1. PPT & Projector2. 7 copies of a synopsis sheet and a worksheet 3. Whiteboard |

|  |
| --- |
| Aims: By the end of the lesson, students will be able to:1. tell the characters in Fantastic Mr Fox.2. cope with the text.3. make an ending of this story. |

|  |
| --- |
| Language Skills:1. Reading comprehension: Fantastic Mr Fox chapter 1 and 2 in part2. Speaking: talking in pair and also in whole class3. Listening: a short video clip for chapter 1 only, asking and answering in activities and through CCQ  |

|  |
| --- |
| Language Systems:1. Discourse: summary of the story.2. Lexis: alliterative words e.g. Boggis, Bunce, and Bean3. Grammar: simple past tense, past perfect tense and subjunctive mood - ‘would have been’ |

|  |
| --- |
| Assumptions:1. Students already have read some storybooks e.g. Fantastic Mr Fox.2. Students are able to recognize the alliterative sentence style, e.g. Mr Fox fought for food.3. Students may make a character name by using alliteration. |

|  |
| --- |
| Anticipated Errors and Solutions:1. Reading comprehension may demand much time to complete all the activities. So, the teacher should be sensitive to manage time.2. Some students may not participate actively because it is a storybook for little children. So, the teacher needs to discerningly manage the class with watchful eyes.3. In case of not enough time left, the teacher can shorten the activities. |

|  |
| --- |
| References for Fantastic Mr Fox:Video clips: <https://www.youtube.com/watch?v=W9WeTD9HoT4>Background: <http://www.roalddahl.com/roald-dahl/stories/f-j/fantastic-mr-fox> Summary: <http://www.gradesaver.com/fantastic-mr-fox/study-guide/summary>Roald Dahl: <http://www.roalddahl.com/roald-dahl/about> |

|  |
| --- |
|  **Lead-In** |
| Materials: PPT#1&2, Projector |
| Time | Set Up | Student Activity | Procedure  |
| 5 mins | Whole Class | Greeting each other!Teacher to SS: - eliciting the topic.SS & Teacher:- anticipating or participating in lesson. - SS to interact each other by PPT #1.  | GreetingHi G’day? How are you today? I am sure you’re getting familiar with a funny Aussie greeting, G’day.Teacher TalkDo you remember learning a word, Fantastic? I think you guys do know what this means but can anybody volunteer to tell us what the word means?Yes, it means ‘extraordinary good or great’. Thanks 000 (student’ name).Pease think about some animals, particularly animal names which start ‘F’? (Pause few seconds and wait for SS to spell out)If no more than one or two animal names except ‘fox’, then turn on PPT and show SS them.PPT #1Pop up it (Pause for students’ answer). Close the Lead-in section as follows; *Today we’re going to read about a unique fox story. So, I like to begin with a fox which is the main character of Roald Dahl's favorite story: Fantastic Mr Fox.* |

|  |
| --- |
| **Pre-Activity** |
| Materials: PPT #3 |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min5 mins       3 mins | WholeClass groups, in pair       Whole class | SS convinced of today’s topic.  SS listening to teacher and then working on itgathering together. | PPT #2Ask guiding question of SS about the picture.Encourage exchanging their thoughts. InstructionMake a pair 2 by 2.Have a look at these pictures.Discuss with your partner from the pictures:- Who is the author?- What clues can you find out from the title? - What do you think these pictures suggest?Finish the discussion for 5 minutes.Gather together for reading the synopsis.Please stay with your partner on.CCQWhat are you discussing about with these pictures?How much time do you have for this activity?Ready, go! 30 seconds left. Teacher on monitoring discreetly or moderately. PPT #3Let’s read the synopsis on the screen & compare your thought with it. |
| **Main Activity** |
| Materials: Synopsis worksheet #1, Sentence matching worksheet #2 |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins     5 mins5 mins      5 mins3 mins | WholeClass    Whole classWhole class    groupsin pair.Whole class | SS reading the synopsis sheet and solving questions alone.Reading & checking answers together.Checking all together. | Synopsis worksheetCan you guess what the word, synopsis means? (Show them the synopsis worksheet on the screen).Yes, It’s a synopsis. What features can you see?It has title, character’s names, and summary of the book which presents overall story.InstructionYou will get a synopsis worksheet. You read it and solve the questions alone. I will give you 5 minutes to read.We’re going to work the questions together.  CCQWhat are going to do?How much time do you have?Alright, start now please.Teacher on monitoring discreetly or moderately. 30 seconds left.How was it to read and to solve the questions? I think it wasn’t a big problem to read it. But anyhow, let’s have a read and work on that.(encourage SS to participate or point the student in turn to read and to solve the questions)Sentence Matching in the right orderThis time, you are working with your partner again. I want the sentences to be in the right order.InstructionI’m going to hand out another worksheet.Each group will get some sentence strips which need to be matched in the right order.Each group got 5 minutes.CCQHow much time do you have?If ready, we’re going to check the answers together.PPT #4Now, look at the screen and check it. |

|  |
| --- |
| **Post Activity** |
| Materials: Short video clip & PPT #5 |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins     | Whole class | watching a short video & thinking over how to make their own endings. All share together by end of the class | Video clip (1m 33sec) Watch together.Let’s finish this story fantastically.How do you like the story will end?How would the farmers like it to end?How would Mr Fox like it to end?Thanks for your fantastic endings.Alright guys, well done. See you next week |

|  |
| --- |
| **SOS Activity** |
| Materials: to be continued to work on from the rest of post activity. |
| Time | Set Up | Student Activity | Teacher Talk |
| Rest of class time | Whole class |  T/SS all listen to each other. | (Teacher asks one or two volunteers as much as class time is permitted.) |