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| ☐ Listening ☐ Speaking ☐\* Reading ☐ Grammar ☐ Writing |
| **Topic: The Bear and the Two Travelers** |

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| Instructor:  Lucie Jeong | Level:  **Pre- intermediate** | Students:  **12** | Length:  **30 Minutes** |

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| Materials:  White board, markers  Worksheet #1 for pre-teaching vocabularies  Worksheet #2 for finding main idea  Worksheet #3 for finding details  Worksheet #4 for free production  SOS activity worksheet |

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| Aims:   * Main aim: Ss will develop intensive reading by skimming and scanning to find the main idea and detailed information. * Secondary aim: Ss will be able to organize their idea about the topic nd discuss it as a group. * Personal aim: I want my students to come up with their own idea about the topic and discuss their opinion with the other students. |

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| Language Skills:   * Reading: matching worksheet, reading text to find the main idea, detailed information * Listening: discussions to answer the question, listening to teacher’s instructions * Speaking: answering guiding questions and discussing as a group about the topic to present them * Writing: answering worksheets, organizing their idea about the topic. |

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| Language Systems:  Phonology: pronunciation of new vocabulary words  Lexis: the meaning of new words (path, pretend, danger, climb, lay)  Grammar: making questions and answering them  Function: discussing as a group and presenting them  Discourse: reading a fable |

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| Assumptions:   * Students know what skimming and scanning are. * Students know what a fable is. |

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| Anticipated Errors and Solutions:   * If some students finish their work before anyone else does * Give them SOS activity worksheet and the rest of the students can have them as their homework. * If students need more time to finish their activities * Be flexible with the time and let them finish. * If students has some questions about their work * Answer their questions and help them find the answers by giving them assumable hints |

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| References:  Passage from the book  *Aesop’s Fables*  Worksheets from  http://www.read101.com  definitions from  <https://en.oxforddictionaries.com/definiton/> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole  class | Ss answering teacher’s questions | Good morning, everyone! Have you ever tried traveling with your friends? Did you fight, or did you enjoy your trip? Should friends always help each other? |

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| **Pre-Activity** | | | |
| Materials:  Board, markers, worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  5 min  2 min | Pairs  alone  whole  class | Talk about the guiding questions with partners.  Working on worksheet #1  Checking the answers together | 1. **Prediction**   Let’s pretend that we met a bear while we are traveling with our friends or families. What can you do to survive? You’ll have 2 minutes to discuss with your partner.  ICQ  Are you working alone?  What are you discussing about?  How much time do you have?  Now you will talk about it as a class. What are the things we can do? (write the things mentioned on the board) Can you guess what today’s passage is about? Great. Today we are going to read a fable called *‘The Bear and two travelers’* (write the title on the board) By the way, fable is a story that has been passed orally. Do you know Aesop? Aesop is famous with his fables.   1. **Pre- teaching Vocabulary**   Before we read the fable, let’s learn some vocabularies. Let me hand out worksheet #1.  Introduction  Let’s learn new words in this worksheet by answering the questions yourself. (hand out worksheet #1) I’ll give you 3 minutes to complete.  Demonstration  Let’s do the first one as a class. Read the first definitions together. (complete the first one) Like this, write the words according to the definitions. I will give you 3 minutes to finish individually.  ICQ  Are you working alone?  What are we doing now?  How much time do we have to finish?  Let’s check the answers together. What did you get for the second one? |

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| **Main Activity** | | | |
| Materials: Worksheet #2, #3, #4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  2 min  1 min  1 min  1 min  5 min  3 min  3 min | Alone  Whole class  Whole  Class  Whole  Class  Whole  class  alone  As a group  As a group | Read the text for main idea  Answer the worksheet  Checking the answers  Checking the answers  Listening to the instructions  Make their own conclusion  Discuss as a partner  Present the work | 1. **Skimming for the main idea**   It’s time to read today’s text. (hand out the passage) This time, you will read the text to find the main idea. You will have 3 minutes to skim the text. Let’s read the text alone.  ICQ  Are you working alone?  How much time do you have?  What will you do?  (monitor discreetly,  give them time- warning)  Times up. (hand out worksheet #2) Let’s find the answers of the question according to the passage. Here’s your worksheet. Work alone and you have 2 minutes.  ICQ  Are you working as a group?  How much time do you have?  Let’s check the answers. What’s the answer for the first one?   1. **Scanning for details**   You are doing a great job so far. This time, let’s scan the text and find the answers to the questions on this worksheet. (hand out worksheet #3) Let’s do this individually and check with your partner. I’ll give you 3 minutes to complete this.  ICQ  What are we doing now?  And after the scanning, what do we do?  How long do we have?  (monitor discreetly,  give them time- warning)  Let’s check the answers together.   1. **Free Production**   Now let’s do a fun activity. What was the moral of the story again? Great! Now we are going to change the conclusion part of the story. I will pass you the worksheet. (hand out worksheet #4) Did everyone get a worksheet? Good! What can you see in this worksheet? Let’s read the words written. There you go. Now, we are going to fill in the spaces. Remember, the story is the same, but we are going to change only the conclusion.  Demonstration  Here is my example. (model the activity)  ICQ  What are we doing now?  Are we changing the whole story?  “Let’s get it started!”  (monitor discreetly,  give them time- warning)  Have you all finished? If you did, let’s share your conclusion with your partner. Let’s discuss our conclusion as a group and present the best one. Let’s come up with the reason why you made your conclusion like that.  (monitor discreetly,  give them time- warning)  It’s time to present your group’s best conclusion. Who would like to go first? (Do through all the groups)  Great work everyone! |

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| **Post Activity** | | | |
| Materials: white board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole  class | Trying to self- correct their errors | 1. **Error Correction**   Everyone did an outstanding job, today. Let’s review some errors. (board the sentences with the errors and ask the students to try and self- correct their errors and explain the errors to let them know the correct sentences)   1. **Feedback**   Did you have fun today?  What was the moral of today’s fable?  Was it a helpful moral for our life?  (Share students’ ideas and wrap up the class)   1. **Conclusion**   Everyone did a great job today. I’m so proud of you. Please review the words you learned today. I hope you can be a nice friend to your close companion. Have a good day! |

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| **SOS Activity** | | | |
| Materials: SOS worksheet, writing materials | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Those who finished earlier | Working on the extra activity | Instruction  You finished the activity early today. While we are waiting for the rest of the class, Let’s complete our worksheet. You can see there’s a sandwich to summarize the story. Complete the sandwich worksheet according to the passage.  Demonstration  This is a sandwich about your book. We can write the topic at the top and add details to the middle layers. Add a conclusion sentence at the bottom to wrap up the story. This is what I wrote…  ICQ  What are we doing now?  Are we working as a group?  “Let’s get it started.”  If not used in the class, make it as a homework so that they can finish them at their house.  Great job! |

<reading passage>

The Bear and the Two Travelers

Two friends were traveling together when they met a bear on their path. One of them quickly climbed up into a tree. He did not help his friend climb up, so the other man lay on the ground and pretended to be dead.

The bear came up to him all over. Then the bear said something in the traveler’s ear. The bear didn’t think the traveler would taste good, so he went away.

When the bear had gone, the other traveler came down from the tree. “I saw the bear say something in your ear,” he said, “What did it say?”

“It told me,” the man said, “never to travel with someone who runs assay when there is danger.

**Vocabulary Preview Worksheet #1**

Fill in the space with the fitting words.

1. A **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is a long strip of ground which people walk along to get from one place to another.
2. If you **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** that something is the case, you act in a way that is intended to make people believe that it is the case, although in fact it is not.
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is the possibility that someone may be harmed or killed.
4. If you **\_\_\_\_\_\_\_\_\_\_\_** something such as a tree, mountain, or ladder, or **\_\_\_\_\_\_\_\_\_\_\_\_\_** up it, you move towards the top of it. If you **\_\_\_\_\_\_\_\_\_\_\_\_\_** up it, you move towards the bottom of it.
5. If you **\_\_\_\_\_\_\_\_** something somewhere, you put it there in a careful, gentle, or neat way.

Path pretend danger climb lay

**Vocabulary Preview Worksheet #1**

Fill in the space with the fitting words.

1. A **path** is a long strip of ground which people walk along to get from one place to another.
2. If you **pretend** that something is the case, you act in a way that is intended to make people believe that it is the case, although in fact it is not.
3. **Danger** is the possibility that someone may be harmed or killed.
4. If you **climb** something such as a tree, mountain, or ladder, or **climb** up it, you move towards the top of it. If you **climb** up it, you move towards the bottom of it.
5. If you **lay** something somewhere, you put it there in a careful, gentle, or neat way.

Path pretend danger climb lay

**Reading Comprehension Questions for Details #3**

1. Where did the two travelers see the bear?
2. In a forest
3. On a path
4. In a field
5. On a mountain
6. Why didn’t one traveler help his friend climb up into the tree?
7. He was only saving himself.
8. He wasn’t strong enough to help him up into the tree.
9. He didn’t know how to help his friend.
10. He wanted the bear to eat his friend.
11. Why did one of the travelers pretend to be dead?

A:

1. What do you think really happened between the traveler and the bear?

A:

* What do you think is the moral of this fable?

**Reading Comprehension Questions for Details #3**

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6. Why didn’t one traveler help his friend climb up into the tree?
7. **He was only saving himself.**
8. He wasn’t strong enough to help him up into the tree.
9. He didn’t know how to help his friend.
10. He wanted the bear to eat his friend.
11. Why did one of the travelers pretend to be dead?

A: **So the bear would leave him alone.**

What do you think really happened between the traveler and the bear?

A: **Never travel with someone who runs away when there is danger.**

What do you think is the moral of this fable?

**Never change one’s friendship.**

**Reading Comprehension Questions for Main Idea #2**

Circle T if the explanation seems to be right, circle F if they don’t seem to be true.

1. Two travelers just met during their travel. **( T / F )**
2. The bear wanted to one of them. **( T / F )**
3. One of the traveler was very disappointed about the other traveler’s behavior. **( T / F )**

**Reading Comprehension Questions for Main Idea #2**

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