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| **Name: Date: Length of lesson: 30/ 40/ 50/ 60**  Kyungjin No(Kelly) 3 April 2011 | |
| **Class Profile:** There are five advanced level adult English learners. Mixed ages.  L1 language is Korean. Everyone is here earning their TESOL certification. | **Lesson Fit:** This is the Grammar lesson which will introduce students to formal and informal requests. |
| **Materials:**  Board, markers, worksheets.  photos |
| **Main Aim:** To enable students to learn formal and informal requests by practicing requests with modals, if clauses, and gerunds.  **Secondary Aims:** To enable students to use appropriate requests depending on situations, circumstances and subject by filling in the worksheets and doing role-playing.  **Personal Aims:** I hope that students learn grammar with interest by diminishing teacher’s talking time (TTT) and by letting students do the role-playing and speaking more. | |
| **Anticipated Problems:**  Students might not understand some lexical words related to today’s lesson.  Students might have trouble filling in the worksheets.  Activities might take too long than I expected. | **Solutions:**  Teacher will try to elicit the meaning of the words from students and give an explanation.  Teacher will give time to share answers by group works after filling in the worksheet alone.  Teacher will be diminished the remaining activities or give time warning to students. |

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| **References**  Interchange third edition by Jack C. Richards  <http://www.tarathip.net/askingforpermission/irequest.html> | | | |
| **Time**  **Interaction**  **2 Min**  **T-Whole Class**  **or T-WC**  **5 Min**  **T-WC**  **5 Min**  **T-S**  **3 Min**  **S-S**  **3 Min**  **T-S**  **3 Min**  **T-S**  **3 Min**  **S-S**  **3 Min**  **T-WC**  **3 Min**  **T-S**  **5 Min**  **T-S**  **3 Min**  **T-WC**  **2 Min**  **T-WC** | | **Stage**  **Lead-in**  **Pre-teach**  **Freer Practice**  **(Pre-Task)/Controlled practice**  **(Main Task)**  **Clarification**  **(Post-Task)**  **Freer Practice**  **Feed-Back** | **Objective**  **To activate the Ss schemata. Ss will grasp today’s lesson topic.**  **Ss will know the explicit meaning of informal and formal request.**  **Ss will find out that there are less formal and more formal requests.**  **Ss will better know how to use formal requests by filling in the worksheet.**  **Ss will be able to use more formal requests by doing role-playing with other Ss.**  **To check Ss understanding**  **ask question to Ss by using formal requests.**  **Ss will feedback** | **Procedure**  **Kelly will show her cell phone to Ss and let them elicit the request sentence to borrow her cell phone. (e.g. Could you~?)**  **Kelly will show some photos to Ss and let them elicit the formal and informal requests. (There are eight photos and those photos are favors people dislike being asked)**  **Kelly will give worksheets to Ss to understand formal and informal requests more clearly. (There are two worksheets for formal and for informal requests with some examples)**  **Kelly will prepare some request questions with modals, if clauses, and gerunds and Ss will work in group and arrange request questions from less formal to more formal. (Can I borrow your pencil?, Could you lend me a jacket?, Is it OK if I use your phone? Do you mind if I use your CD burner?, Would it be OK if I picked it up on Friday night?, Would you mind if I borrowed your digital camera?, Would you mind letting me use your laptop?, I wonder If I could borrow some money, I was wondering if you’d mind lending me your car.)**  **Kelly will ask Ss the request questions from less formal to more formal based on the result of their group works.**  **Ss will fill in the worksheet.**  **(ICQ) How long do you have? = 3min.**  **(CCQ) Do you work in pairs? =No.**  **Ss will divide into two groups and check the answer with their group members.**  **Kelly will check the answer with Ss by asking the answer one by one.**  **Kelly will give an example how to do role-playing with worksheet and make two groups.**  **Ss will divide into two groups and do role-playing.**  **(ICQ) How long do you have? = 5min.**  **(CCQ) Do you work in group? =Yes**  **Kelly will ask Ss some questions by using formal request and Ss will answer those questions.**  **Kelly will ask the class “Do you have any question about today’s lesson?** | |