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| **Name: Date: Length of lesson: 30/ 40/ 50/ 60**Kyungjin No(Kelly) 10 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 Reading lesson which will give students the ability to analyze information. |
| **Materials:**  Board, markers, worksheets, Photos, drawing |
| **Main Aim:** To enable students to play the role of event party coordinators and organize seating arrangements by using information presented by the attendants. **Secondary Aims:** To enable students to utilize reading material more easily by being party planners (or event coordinators). **Personal Aims:** I hope that students learn reading with interest by cutting down 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.. 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 cut down the remaining activities or give time warning to students. |

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| **References**Interchange third edition by Jack C. Richards |

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| **Time****Interaction****3 Min** **T-WC****5 Min****T-WC****3 Min****S-S****2 Min****T-WC****3 Min****T-S****10 Min****S-S****2 Min****S-S****7 Min****T-WC****3 Min****T-WC****2 Min****T-WC** | **Stage****Lead-in****Pre-teach lexis****Freer Practice****(Main Task)****Freer Practice****Clarification** **(Post-Task)****Freer Practice****Feed-Back** | **Objective****To activate the Ss schemata. Ss will grasp today’s lesson topic.** **To read the eight people’s profiles and select some words Ss might not know and let Ss guess the meaning of each words.****Ss will find out how to do the main task.****Ss will analyze each person’s profile and make seating arrangements for the dinner party.** **Ss will find out the differences of seating arrangements of each group.****Ss will give clear reason for their work.** **Ss will recall today’s lesson and give their opinion.** **Ss will reflect.**  | **Procedure****Kelly will show the picture of party to the Ss and elicit today’s topic from Ss by asking questions. (e.g. Who arranges the party?, Who needs to held a big party? etc)****Kelly will hand out the worksheet and let Ss read eight people’s profiles.****Kelly will hand out the lexis worksheet to Ss and divide into two groups and let them match the words and meaning.****Kelly will check the results with Ss.****Ss will divide into two groups and Kelly will give a verbal explanation how to do the main task. (Let Ss know how to make seating arrangements by giving an example with using Ss)****Ss will work in group to make better seating arrangements for the dinner party.*****(ICQ) How long do you have? = 10min.******(CCQ) Do you work in group? =Yes.*****Ss will board the names on the dinner table.****Each group will explain why their seating arrangements are better than the other group.** **Kelly will ask the whole class if they found anything interesting or worthwhile by doing today’s lesson.** **Kelly will ask the class “Do you have any question about today’s lesson?** |