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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?** |