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| Reading Lesson Plan | | | |
| How to determine your face shape | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Julie | Intermediate | 13 adults | 50 mins |
| Materials: ○ Board and markers  ○ computer and projector, PPT file (USB> G:\TESOL\TIMES TESOL\ How to determine your face shape)  ○ flexible measure tape 3 units  ○ Handout 1 - 13 sheets (article) – including 2 pages. (USB> G:\TESOL\TIMES TESOL\ Reading Handout-1)  ○ Worksheet 1 - 3 sheets (Guessing)  ○ Worksheet 2 - 13 sheets (measuring)  ○ Worksheet 3 - 13 sheets (Comprehension Questions) | | | |
| Aims: ○ The students can find necessary information in the article and using it.  ○ The students can describe the face using vocabularies they learned.  ○ The students feel interested in reading by applying the content to the real life. | | | |
| Language Skills: ○ Reading: The students read the article to get specific information.  ○ Speaking: The students have a conversation with each other in group working and express their opinion.  ○ Listening: The students listen to the teacher’s instruction and have a conversation with each other.  ○ Writing: The students write down the right answer solving comprehension questions. | | | |
| Language Systems: ○ Phonology: The students learn to pronounce new vocabularies through pre-teach.  ○ Lexis: The students learn the vocabularies and expressions describing “FACE”  ○ Grammar: The students get used to imperative by following the direction.  ○ Discourse: The students describe the other’s face and exchange information.  ○ Functions: Giving information. | | | |
| Assumptions: ○ As the students are at intermediate level, they generally communicates effectively using complex sentence forms.  ○ As they are adult students, they have the ability to adapt the story to their own lives.  ○ They already know each other well. So, group working or pair working might work well. | | | |
| Anticipated Errors and Solutions: ○ The class is mixed-level. (From pre-intermediate to high-intermediate)  → Consider each student’s level when grouping. Arrange groups including the lower level student with a high level student.  ○ There are many group activities. Some of the students cannot be active.  → Encourage the student by asking for his opinion of what others are saying.  ○ The students can take long time to carry out the tasks.  → Monitoring them. If there’s a trouble, give them a hint to solve the problem indirectly. | | | |
| References: ○ http://www.wikihow.com/Determine-Your-Face-Shape  ○ http://www.google.co.kr (images) | | | |
| Notes: ○ Check the markers and electronic devices you are to use whether it works.  ○ SOS activity : Bingo game, hangman (vocabulary teaching) | | | |

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| Pre Task | | | |
| Title: Introduction topic | | Aims: ○ The students get interested in the topic. | Materials: Board and markers, PPT file, Computer, Projector |
| Time | Set Up | Students | Teacher |
| 7 mins | Whole class | ○ Greetings  ○ Think about their daily lives and express their thinking.  ○ They recognize the topic and get interested. | ○ Greetings.    ○ Guiding Questions  1. Have you ever been frustrated with a bad hair style?  Why didn’t it look good on you?  - May be you and your hair dresser didn’t know a proper hair style that goes well with your (**face shape**).  2. Have you ever thought about your face shape?  3. Do you know your face shape exactly?  ○ Turn on the PowerPoint and talk about what the students are going to learn. |
| Notes: ○ Plan B: If a computer is out of order, use a board. Just write down the title and explain orally. | | | |

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| Task Preparation | | | |
| Title:Small group activity and Pre-teach vocabularies | | Aims:○ The students prepare for the reading by learning new vocabularies related to “FACE” and are able to describe face. | Materials:Worksheet-1 |
| Time | Set Up | Students | Teacher |
| 10 mins  5 mins | In groups  Whole class | ○ They try to guess what types of face shapes are there.  ○ They get to know the face shape names and apply it to their own face.  ○ They learn vocabularies looking at pictures. | **(Group activity)**  ○ Grouping – Divide into 3 groups.  ○ Distribute the worksheet-1  ○ Instructions  1. Let them know there are 7 different types of face shapes and guess these with your group members.  2. Get them to fill in the blanks with shapes and its’ name with Demonstration  ○ Give them the right answer and let them compare with their answer. And ask them to pick one of them you think you belongs to.  **(pre-teach vocabularies)**  ○ Using PPT, explain the vocabulary one by and fill in the blanks together. Write down the vocabulary on the left side of the board for students to refer to. |
| Notes:○ Don’t forget to demonstrate. | | | |

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| Task Realization | | | |
| Title: Reading the article and carrying out the task | | Aims:○ After reading the article, they can apply the information to their situation. | Materials: Flexible measure tapes, handout-1 and worksheet-2 |
| Time | Set Up | Students | Teacher |
| 10 mins  10 mins | Individually  In pairs  Individually | ○Read the first page of the article.  ○ The students read the article and follow the instruction.  ○ They answered the questions reminding of the reading.  ○ The students measure their face each other.  ○ They read the article and categorize the information.  ○ Answer the questions.  ○ Apply their measurements to the information they got. | ○ Distribute handout-1  ○ Give the students 5 mins to read. Just first page.  ○ CCQ  1. What should be prepared for the measurement?  (Mirror, tape measures, paper, pen)  2. When you are bald, How can you measure the length?  **(Activity in pairs)**  ○ Distribute worksheet-2 and tape measures.  ○ Instruction  1. Get them to draw the line on the face figure.  1) What is the width of the face?  2) What is the jaw line of the face?  3) What is the forehead measurement of the face?  4) What is the length of the face?  2. Measure your partner’s face following the direction.  ○ Give the students 5 mins to read. Second page.  ○ CCQ  1. What shapes are longer than wider?  (oblong, oval > diamond, heart, triangle)  2. What shapes have pointed chin? Or rounded chin?  (heart, diamond)  3. What is the main factors to devide the face shapes?  (length/width ratio, jaw line, forehead shape)  ○ Distribute worksheet-3  ○ CCQ  1. what category do you think your shape belongs to?  2. How is it? Is it the same with the first choice of yours? |
| Notes: ○ Don’t forget to demonstrate  ○ Instruction can be complex to the students. Ask ICQ if necessary. | | | |

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| Post Task | | | |
| Title: Comprehension checking | | Aims:○ The students can check their understanding of the specific information in reading. | Materials: Lesson material |
| Time | Set Up | Students | Teacher |
| 8 mins | In groups | ○ Actively engage in the activity. Find the right answer based on the information they got from the reading.  ○ Remind of the vocabularies once again and wrap things up. | **(Group activity)**    ○ Instruction  1. Find the right face shapes of celebrities.  - Rule : Speaking out without the right to speak is not allowed. There must be a proper reason. One person in one group can speak.  The more your group finds the right answer, the more point your group gets.  2. Give a winner a reward.  ○ Wrap up  -Review the vocabularies and preview the topic next time. |
| Notes: | | | |

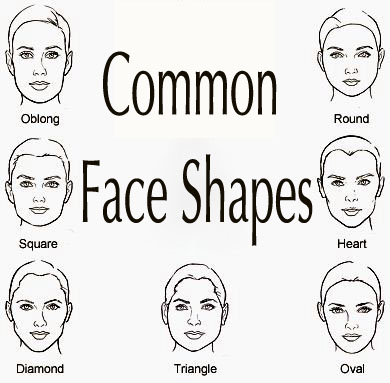
**Worksheet -1**

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| **There are 7 different types of face shape. Guess what!!** | **Draw the shape- ex)** |  |  |
|  | **Write down its name- ex) round** |  |  |
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**Worksheet-2**

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**Worksheet-3**

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