TESOL 152th WK Angela

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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Fat frank** |

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| Instructor:**Angela** | Level:**Upper Intermediate** | Students:**2** | Length:**40 Minutes** |

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| Materials:* Worksheet (3 copies)
* Reading text
* White board, board markers
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| Aims:* Students will practice reading skills by doing reading tasks
* Students will be able to know vocabulary related to ‘Fat and Thin’
* Students will be able to speak by discussing about their topics

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| Language Skills:* Reading : Worksheet. Reading text
* Writing : Worksheet.
* Speaking : Discussion within groups. Presenting ideas.
* Listening : Teacher’s explanation. Other students opinions
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| Language Systems:Function: Asking for and giving information.Discourse : Discussing. |

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| Assumptions:* Some students may be sensitive about their weight and how much they eat

[try and be jokey about lead-in and the subject in general.* Students might take little longer to read the text

[give them more time to read ] |

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| Anticipated Errors and Solutions:* Students might take little longer to read the text

[give them more time to read ] |

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| References:* http://www.onestopenglish.com
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| **Lead-In** |
| Materials: N/A |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | whole class | **Procedure:**Introduce topic-Ask students to write down everything that they ate and drank yesterday.-Then ask them to compare their lists: who had the most, and the least? | Hi, everyone. How are you today?Did you eat your breakfast and lunch today? What did you eat and drink?Ok, let’s compare our lists. Who had the most or least?We will be studying about ‘fat’ today. |

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| **Pre-Activity** |
| Materials: Board.and markers |
| Time | Set Up | Set up | Teacher Talk |
| 5min2min3min6min | Whole classIndividuallyIn pairWhole classWholeclassIndividually | **Pocedure**Divide the class in half: one group is fat and the other is thin. They only look at their side.[distribute worksheet]Students do the vocabulary gap-fill worksheet.Monitor well and help students. make sure everyone needs to have the right answers.Get them to exchange the correct information on their worksheet.[cultural aspect of the vocabulary]Get them to talk with other students : do they agree?,Tell the students that you are going to read an article about Frank Banks.A: The problems of being fatAsk the students to think about what information the article will contain and elicit/give three main topics.[write them on the board]A: Why / how he got fatB: Why / how he lost weight Give each main topic to each student.Have students to think about their topic only.In addition they should also think about any questions they would be able to answer from the text.  | I have two groups of worksheets. FAT & THIN.I’m going to divide my class in half.One group is fat and the other is thin.You can only look at your own side.Here is worksheets.I want you to try to fill those vocabulary gaps.I’ll give you 5min to work onNow you can exchange your correct information on your worksheets with your partner.when you finish exchanging answers, I want to talk about some interesting questions with you guys.My question is : 1. Is being fat considered to be attractive or unattractive in your culture? Why?2. Is it more acceptable to talk to somebody about how thin or slim they are than about how fat they are? Why?3. Is it not polite to say to someone that they are fat?Now we are going to read an article about Frank Banks, a man who, by the age of 37, weighed almost 350kg and who had to choose between diet and death. There are 2 topics about him.One is why / how he got fat and the other is why / how he lost weight.Each student will get each topic.Before I give you this worksheets.Now I want you to think about what information the article will contain.Think about your own topic only.Plus, think about any questions they would be able to answer from the text.You can write down your idea on some paper.I’ll give you 5 min to work on. |

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| **Main Activity** |
| Materials: 3 copies of each worksheets. Board and markers.  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min5min5min2min | Whole classIndividuallyIn pair | **Procedure****First task**Hand out reading A to the A student, B to the B studentstudents read to :compare the article with what they thought would be in it.see if any of their questions were answerd.CCQStudents can discuss any surprising or interesting information.**Second task**Students read the text again on their own, in order to be able to tell another student about their topic. (No need to make notes but they can underline key points)Gather the students.Make sure that nobody is looking at the texts. They take it in turns to talk about what they have read. other student can ask any questions.Together they decide which piece of information about banks was the most interesting / unusual. | .Here’s your reading worksheet.Please read it and compare the article with what you thought would be in it.and see if any of your questions were answerd.-What do you have to try to do when you read the article? (compare the article with what you thought would be in it. And check if any of your questions were answered.)I’ll give you 5 min to read.Did you get any answers from the text?Do you have any surprising or interesting information in the text?This time read it again in order to be able to tell another student about your topic. No need to make notes but you can underline key points.I’ll give you 5 more min to read it again.Now I want you to tell your topic to another student. Take it in turns to talk about what you have read. And other student can ask any questions.And then decide which piece of information about Banks was the most interesting / unusual. You can take notes on your worksheet paper.I’ll give you 5min to work onWhat part of Banks was the most interesting / unusual? |

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| **Post Activity** |
| Materials: n/a |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class | **Free practice**Dictate the following questions:Ask students to discuss the questions – do they have different opinions? | -Have you ever been on a diet?  Why? / why not?-Do you think about what you eat in terms of whether it’s ‘good’ or ‘bad’ for you?-Do you eat more when you’re unhappy, or less?-What’s your favorite kind of food, and how often do you eat it? -What food is a real treat?Thank you for attending today. I hope you had fun today.See you next time. |

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| **SOS Activity** |
| * if there is more time than expected, give students more time for reading
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