<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ESL 8-9 and ABE/ASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC</td>
<td>Barriers to Communication</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>To list barriers to communication</td>
</tr>
</tbody>
</table>

**Materials**

- Expert Sheets: See Individual expert sheets with vocabulary words

**Elicit from the Ss things that people say that bother them when they are having a conversation. For example: When I’m talking to someone, they do these things that bother me.

**INTO**

- 5 minutes

**EVALUATION**

- Write down on newsprint any other examples.

**THROUGH**

- Read the Introduction to Barriers to Communication.

**GUIDED PRACTICE**

- 20 minutes

- Divide the class into expert groups. Assign groups with Ss with similar reading levels.

**PRESENTATION**

- (5-10 minutes)

**CLOSE**

- Ask the students to complete an "I learned" statement.

**BEYOND**

- Students will be in their new groups each an expert sharing the barriers they have noticed

**SCANS/EFF**

- Work as a team

**COMPETENCIES**

- SCANS: Compromise

**Language Arts Standards**

- R5: Use questions and predictions to guide reading; R7: Develop a visual representation to use while reading (or review); R5-Participate in collaborative process

**Vocabulary Introduced**

- See Individual expert sheets with vocabulary words