|  |
| --- |
| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Simple Present** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Mina Kim Kang** | Level:  **intermediate** | Students:  **15** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:  Simple present work sheet  Wall chart of Simple Present  Wall chart of sample story and daily routine picture work sheet  Soccer board game  Bingo board and list of base form of the verb list  Board and makers |

|  |
| --- |
| Aims:  - Main aim : To enable students to improve their grammar knowledge by having students do the activities about simple present.  -Secondary aim : Ss will learn about simple present by having Ss do work sheet, story making, soccer board game.  -Personal aim :  I want to speak clearly with more energy and confidence.  I want to improve my ICQ&CCQ delivery. |

|  |
| --- |
| Language Skills:  Speaking : Students will discuss about the daily routines with group members  Students will present their own story while they are doing main activity.  Students will talk about simple present sentence while they are doing soccer board game.  Reading : Students will read sample sentence and sample story wall chart.  Listening : Students will listen to teacher’s instruction, teacher’s demonstration and group member’s or partner’s speaking.  Writing : Ss will complete simple present work sheet and will write down their story. |

|  |
| --- |
| Language Systems:  Lexis : base form verb  Function: make a story(daily routine) and present with group members  Grammar: simple present  Discourse: Presenting story and do board game  Phonology: pronunciation of simple present sentence |

|  |
| --- |
| Assumptions:  Students already know:   * how the class is set up and run (in groups, in pair, individually) * the teacher’s style of teaching and the pace of the course * about base verb |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Anticipated Problems | Solutions | | Students may not be able to follow the instructions easily. | Chunk instructions, give instructions more clearly. | | Students may need more time to make a story | If it takes longer than 6 minutes, give them 1 minute more. | | If time is short | Cut post activity short and allow Ss do the board game only 1 round. | | If students may finish their tasks earlier than anticipated, | Ask as many students as possible about their daily routine. | |

|  |
| --- |
| References:  [www.accentco.wordpress.com](http://www.accentco.wordpress.com) : simple present work sheet  Word by Word Picture Dictionary : daily routine pictures  [www.esltower.com](http://www.esltower.com) : soccer board game  [www.google.com](http://www.google.com) : |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Answer teacher’s questions | *Hi everyone!*  *What time do you usually wake up?*  *Do you work every day?* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials :  Wall chart of Simple Present sample sentence  Simple present work sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class  Individual | Answer teacher’s questions  Answer teacher’s questions  See the wall chart  Answer teacher’s questions  Do the worksheet activity | Eliciting  *How can you make a sentence about that you go to school by walk every day?*  *(You can make like this.)*  **I walk to school every day.**  *Today, we are going to learn about Simple present.*  *The* ***simple present*** *or* ***present simple*** *is one of the verb forms.*  *Most verbs the simple present is base form (dictionary form) of the verb, except when the subject is third-person singular, he, she or it, in which case you should add -(e)s at the end of the verb.*  CCQs  *Can we use simple present to describe what we did in the past?*  *Can we use simple present to describe the truth?*  *Can we use base form of verb to make a simple present sentence?*  *Let’s see sample sentences.*  (Show Ss sample sentences using wall chart)  *Then, when do we use Simple Present?*  *There are 3 situation when you must use Present Simple for fact, habitual action and scheduled future.*  *Look at the sample sentences again.*  *First, we use simple present to describe the fact that is true in the present or general truth.*  *Second, we use simple present to describe habit or the action that happens again and again in the present.*  *Last, we use simple present to tell the schedule that is fixed in the future.*  Instructions  *Here is the easy work sheet that you can practice simple present with.*  *You have to choose correct verb form in first page. And you have to unscramble the simple present sentence in second page. You should do by yourself. I will give you 3 minutes.*  Demonstration  *Let’s see the first question. There is “I”, so I will choose “like” instead of “likes”. If there is “she” or “he” then I would choose “likes”. In second page*  *There are the scrambled sentence, “Poland”, “in”, “live”, “I”.*  *I can unscramble like this:*  *Subject “I”, verb “live”, preposition “in” the place “Poland”. I live in Poland.*  *You have to do like this for 3 minutes by yourself.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  Explicit ICQs  *I don’t want you to do this before I say ‘go’.*  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?*  Give Ss the materials.  *Go*  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Check Answers  Let the students take turns and say the answers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity**  **Complete the sentences!** | | | |
| Materials:  Wall chart of sample story using daily routine pictures  Daily routine pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min | Whole class  In groups  In groups | Make groups.  Answer teacher’s questions  Make a story | Creative Grouping Techniques  *Say past, present, future………*  *All past move to here…….*  Make 3 groups.  Instructions  *Look at this paper. There are lots of pictures about daily routines.*  *You have to make your own story using these pictures by making simple present sentences. You should choose at least 10 pictures.*  Demonstration & Modeling  *Let me show my story.*  Put the wall chart of sample story and read aloud together.  *Let’s make a story with your group members.*  *I will give you 6 minutes to make your own story.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  Explicit ICQs  *How many pictures do you have to choose?*  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?*  Give Ss materials.  *Go*  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Presenting  *Let’s show your stories.*  Let all the groups to present their stories. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  Soccer board game | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class | Answer teacher’s questions  Follow direction  .  Answer teacher’s questions  Line up by team  Ask and answer daily routines | Creative Grouping Techniques  *Who is your favorite soccer player?*  Jisung Park and Sungyong Ki  *OK, then say Jisung Park and Sungyong Ki…..Jisung park, sungyong Ki,…..*  *Who is Jisung Park? You are the QPR team.*  *Who is Sungyong Ki? You are the Swansea team*  Divide Ss 2 teams.  (QPR team and Swansea team)  Instructions  *Here is a soccer game between QPR and Swansea.*  *First we should line up to take turn.*  *A member from this team has to give the cue word to other team member about daily routine and other team member has to make a simple present sentence using cue word. And then they switch the role.*  *For every correct sentence, your star player can advance one space ahead from each side of the goal.*  *The other team member must listen carefully to find the mistakes.*  *If there is a mistake, the team gets a yellow card and moves back one step.*  *Both teams keep advancing until they meet on one space. When they meet,*  *they do ROCKS, PAPER and SCISSORS. The team that loose the ROCKS, PAPER &SCISSORS gets a red card and goes back to start. The winning side continues until they meet again. Every time they meet, they do rocks, paper, and scissors to see who gets a red card. The team that get to the other team’s goal wins. I will give you 5 minutes.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  Explicit ICQs  *What are you going to do when both team meet on one space?*  *If you lost Rock, paper and scissors what should you do?*  Make Ss line up by team.  *Go*  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Presenting  *Who is the winner? QPR or Swansea?*  Give the trophy to the winner team.  Error correction  *I couldn’t hear any mistake today.*  *Do you have any questions?*  *(Or if Teacher heard mistakes, correct that.)*  *Let’s unscramble this sentence.*  Make Ss unscramble the sentence “walk-I-everyday- to-school “. |
| **SOS Activities** | | | |
| Materials:  Bingo board and list of base form of verb | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Bingo game | *Let’s fill the bingo board with these base form of verbs.*  *Say 1 word for students.*  *If you cross out 3 lines, call the ‘bingo’.*  *I will give you 2 minutes*.  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in pairs?*  Explicit ICQs  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?* |