Background Information Sheet

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| **Name & Class** | **Date & Place** | | **Lesson** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Kyung 원경희 | February 8th  In Gangnam | | Grammar | | PPP | | Please close the door | | | 35min | U.I | |
| **Class profile**  **Number of students:** 8 **Age**: Adult **Nationality:** Korean  **Motivations**:  **Individual or class hobbies and interests:**  **Special considerations:** | | | | | | | | | | | | |
| **Main aim**   1. Students learn about articles   **Subsidiary aims**   1. Students practice speaking fluently by game activities 2. Students practice articles by answering CCQ and completing the worksheet | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  1. Reading: reading worksheets to answer questions 2. Listening: Listening to the teacher's instructions, explanation 3. Speaking: drilling, practice activities, and sharing ideas 4. Writing: worksheet answers and doing homework | | | | | | 1. **Description of language systems specifically used/practiced:** 2. Phonology: drilling 3. Grammar: use of articles 4. Function: describing nouns in real situation | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: Students will confuse what article to use in front of nouns.  Students will confuse which nouns are countable or non-countable | | | | | | | | | | | | |
| **How I can deal with these difficulties:**   1. I can provide various examples in interesting way.   I can explain concepts of articles clearly. | | | | | | | | | | | | |
| **Assumptions:** (That which provides insight about your choice of material, selection of target language etc.)  - All Ss have background knowledge of various kinds of nouns  - Most Ss have seen and used articles  - Ss are used to working individually and in pair. | | | | | | | | | | | | |
| **Material(s) needed:**  - 8 copies of worksheet  - 1 picture for eliciting articles  - Board and markers / PPT material. | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| model sentences for target language | | v | | concept questions for target language | | | | v | analysis sheet for target language | | | v |
| stages clearly titled and separated | | v | | purpose of each stage indicated | | | |  | anticipated timing included | | | v |
| interaction pattern marked | | v | | a board plan (if relevant) | | | | v | examples of all tasks used | | | v |
| answer sheet to all exercises | | v | | tape script | | | |  | all materials labelled and numbered | | | v |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to  - get Ss’s attention and lead-in the text naturally  - elicit the target language properly  - keep Ss focused on the text and make them try to get the correct answer  - encourage Ss to speak their opinions with a partner | | | | | | | | | | | | |

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| **Stage 1:\_Lead-in**  **The purpose of this stage is to relax both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage should be used to create an appropriate situational context.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| 1. **Greeting**   Good Morning, everyone!   1. **Eliciting**   **(Show thePPT 2th)**  Look at this picture.  In the first line, why does John say ' a sandwich','an apple'?  Then,  In the second line, why does John say ' the sandwich', 'the apple'?  Do you know the reason?   1. **Introducing today’s topic**   Today, we will talk about "Articles" | T-S | 3min |  |

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| **Stage 2: Presentation**  **The purpose of this stage is to teach the target language deductively, referring to the situational context from the lead-in. Meaning, form and pronunciation should be covered with appropriate methods such as a model sentence, CCQs, timelines, substitution tables and indication of phonology etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Procedure**  **Instruction (hand out the Workseet** )  Look at the A in your sheet.  Let's guess when we use the article a, an, the  I’ll give you 1min to read. Fill in the blanks and then share your answer with your partner.  **( Run the task)**  **Feedback (with PPT 3th)** Checking the answer of Ss,  Ok. Could you notice that we choose a or an because of pronunciation, not spelling.  **(Show PPT 4th**) When do we choose 'a' and 'an'?  And, When do we pronunciate [ðə] and [ði]?:  Yes. We use a,an, the in these cases.  **(CCQ)**Is it right to always use 'a' when it precedes a singular noun which starts a consonant spell?(N)  **(Drill)** Listen and Repeat.  **Instruction (Show PPT 5th**)  **(Eliciting)**Look at the step 1. Can you guess what difference is there?.  Let SS speak their opinion.  As you've said, "a,an" means a singular Sth/Sb that is unknown and not particular to both of them.  And "the" means the Sth/Sb that is particular and known to both of them.  **(CCQ)** Is it right to use 'a/an' plus noun which is known to both speaker and listener ?(N)  Now, look at the B in your worksheet.  Let's guess when we use the article a, an, the in front of the nouns in terms of FUNCTION  I’ll give you 2min to write your opinion. and then share your thought with your partner.  **( Run the task)**  **Feedback (with PPT 6th)** Checking the answers of Ss**,**  Ok. You've just read several sentences in B.  (pointing at Ss) Can you say when we use these articles ?  Let's check and correct the answers together. | T-S  T-S | 3min  5min |  |

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| **Stage 3: Controlled Practice**  **The purpose of this stage is to allow the students to accurately practice working with the target language’s form by doing easy, or controlled tasks. This helps build confidence before trying something more challenging. Students should apply the rules that were presented in a meaningful way whenever possible. Peer-checking before feedback is important in these practice stages.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Procedure**  **Instruction** Now, look at the C in your sheet.  Fill in the blanks using the article a, an, the  I’ll give you 2min to answer individually. And then share your answer with your partner.  **(CCQ)**Is it right to use 'a' when it means a particular thing?(N)  **( Run the task)**  c. **Put in a/an or the**   1. a. This morning I bought a newspaper and a magazine. The newspaper is in my bag but I don’t know where I put the magazine. 2. I saw an accident this morning. A car was badly damaged. 3. There are two cars parked outside: a blue one and a grey one. The blue one belongs to my neighbors; I don’t who the owner of the grey one is. 4. My friends live in an old house in a small village. There is a beautiful garden behind the house. I would like to have a garden like that.   **Feedback (with PPT 7th)** Checking the answers of Ss,  Ok. You've just answered several questions in C.  (pointing at Ss) Can you say the answers?  Look at the 1. What is your answer? Why do you think so? Tell me about it.  (Repeating Question2,3,4)  Let's correct your answers. | T  Ss  T-S | 30  sec  2min  3min |  |

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| **Stage 4: Less controlled practice**  **The purpose of this stage is to allow students to practice the target language more thoughtfully, in terms of either structure manipulation, meaning, function or other aspects of language. Accuracy is checked before moving to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Procedure**  **Instruction** Now, look at the D in your sheet.  Complete the sentences, You must give two to four answers for each item. Share your answers with a partner. See how many of your answers are the same. If you need, you can use a dictionary or an Internet.  I’ll give you 3 min to do individually. and then share your answers with your partner.  **(ICQ)**How many answers can you use for each item?  **( Run the task)**  **D. Complete the sentences, Give two to four answers for each item. Share you answers with a partner. See how many of your answers are the same.**  **\*Note: Abstract nouns are usually noncount. To find out if a noun is count or noncount, check your dictionary or ask your teacher.**  1. Some of the most important things in life are ...........................  2. Certain bad conditions exist in the world. Some of them are ...............................  **Feedback** Ok. You've just finished answering Question D.  (pointing at Ss) Can you say the answers?  Tell me about it. | T  Ss  T-S | 30  sec  3min  4min |  |

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| **Stage 5:\_Freer Practice**  **The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Procedure**  **Instruction** Now, look at the E in your sheet.  And pick up the topic between 1 and 2 of Question D, for writing a short essay in less than 100 words.  I’ll give you 5 min to write an essay individually. and then share your writing by presentation.  **(ICQ)**How many words can you use in writing essay?  **( Run the task)**  **E. After Completing the sentences in Question D, pick up the topic between 1 and 2 and then write a short essay in less than 100 words, describing why you think so.**  **Feedback** All done?  (pointing at Ss) Can you present your writing? | T  Ss  T-S | 30  sec  5min  4min |  |

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| **Stage 6:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  Today, we learned various uses of articles.  Most western European languages have articles. So if you know the use of articles you can commucicate with Americans, Britishes and other Europeans easily.  Then, let me give you a homework.  Can you research any other uses or meanings of 'a/an' and 'the' in addition to what we learned today?  Next class, Share your data with others. | T | 1min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/………… Student/s: ……………………….. .…………………………..** | |