Background Information Sheet

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name & Class** | **Date & Place** | | **Lesson** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Emma | 8.Feb.2017 | | Grammar | | PPP | | Actions for what I do | | | 35 min | elementary | |
| **Class profile**  **Number of students:** 8 **Age**: Adult  **Nationality:** Korean  **Motivations**: demonstrating knowledge and understanding  **Individual or class hobbies and interests:** like to do activity  **Special considerations:** difference in understanding the tense | | | | | | | | | | | | |
| **Main aim**   1. Students learn how to use present continuous tense   **Subsidiary aims**   1. Students practice speaking by doing discussion/singing 2. Students practice writing by doing activity | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking: discussion, singing * Writing: worksheets(3) * Listening: song | | | | | | Description of language systems specifically used/practiced:  * Grammar * Function | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: Some students may have difficulty doing activity. | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  Go and help them | | | | | | | | | | | | |
| **Assumptions:** (That which provides insight about your choice of material, selection of target language etc.)  Some students might feel easy to the lesson. | | | | | | | | | | | | |
| **Material(s) needed:** White board, Board marker, Board eraser, Worksheet 1(Q&A – 8 copies), Worksheet 2(Bingo – 8 copies), Worksheet 3(Writing lyrics – 8 copies) | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| model sentences for target language | | **√** | | concept questions for target language | | | | **√** | analysis sheet for target language | | |  |
| stages clearly titled and separated | | **√** | | purpose of each stage indicated | | | | **√** | anticipated timing included | | | **√** |
| interaction pattern marked | | **√** | | a board plan (if relevant) | | | | **√** | examples of all tasks used | | | **√** |
| answer sheet to all exercises | | **√** | | tape script | | | | **√** | all materials labelled and numbered | | | **√** |
| **Personal aim:** Students to have fun during the lesson. | | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| Good morning everyone!  (draw a clock pointing to 11 and show a book)  Can anyone tell me what I do at 11 o’ clock every day?  (elicit a sentence ‘I read a book at 11 o’ clock from students)  Yes, you guys are correct.  Now everyone look at me and describe/guess my action.  (action: reading a book)  (elicit a module sentence ‘I’m reading a book’ from students)  (after eliciting, write the sentence on the board) | T-S | 2 min |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| ⅰ. CCQ (meaning)  - Is it happening now? (Yes)  - Did I start the reading? (Yes)  - Did I finish the reading? (No)  ⅱ. timeline  past now future  ⅲ. substitution   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | S | Be V |  | V-ing | O | | + | I | am |  | reading | a book | |  | He | is |  | watching | television | |  | They | are |  | eating | apples | | - | I | am | not | reading | a book | |  | He | Is | not | watching | television | |  | They | are | not | eating | apples | | ? Am | I |  |  | reading | a book | | Is | he |  |  | watching | television | | Are | they |  |  | eating | apples |   +: blue/-: red/?: green  (pointing each part in the sentence ‘I am reading a book’)  - Where is S/V/O?  - (when dividing verb) How do you call this verb?  (contraction)  I am → I’m He is → He’s They are → They’re  ⅳ. Pronunciation  - stress/intonation (with drill)  **+**  reading a book  watching television  eating apples  **-**    not a book  television  apples  **?**  i a book  he television  they apples | T-S | 1 min  1 min  4 min  2 min |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| Well done everyone.  Now what we are going to do is look at the picture and verb below.  Make question sentences in present continuous and write appropriate answers.  (point to an example picture)  For this picture, we have to make a question sentence using the verb play.  (point to substitution chart)  So, the sentence would be…  (make the sentence with the students)  Good. Then the appropriate answer would be…  (make the sentence with the students)  Great. You have 1 minute to finish.  Work individually.  (hand out the paper)  Are you all done?  - Yes → Check the answer with your partner.  I’ll give you 30 seconds.  - No → I’ll give 20 seconds more.  Let’s check the answer together. | T  S  S-S  T-S | 2 min  1 min  30 sec  1 min |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| Now we are going to play bingo game!  The title for this game is called We are…  With your partner, you have to write 9 verbs to each square.  You have to get 2 lines in horizontal and vertical line.  When you get the same verb, you have to stand up and say the full sentence with the movement.  For example when the verb was dance and people who got this verb has to stand up and start to dance saying we are dancing.  When you get all 2 lines, raise your hand and say bingo!  I’ll give you 1 minute to complete.  ICQ  - How many verbs do you have to write?  - What do you say when you get all 2 lines?  Ok now let’s start the game. | T  S  S-S | 2 min  1 min  5 min |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| Okay guys let’s first listen to the song.  (hand out the paper)  (play the song until 1:34)  Now on your right side you are going to complete the song by writing your own lyrics.  You can also change other words if you like.  After that, we are going to perform our own written song.  Work in group (A,B). I’ll give you 5 minutes.  ICQ  - What are you going to do after writing the lyrics?  - Is it okay to change other words?  Done? Who wants to go first?  This group, Come up! | T  S-S  S-S | 2 min  5 min  5 min |  |

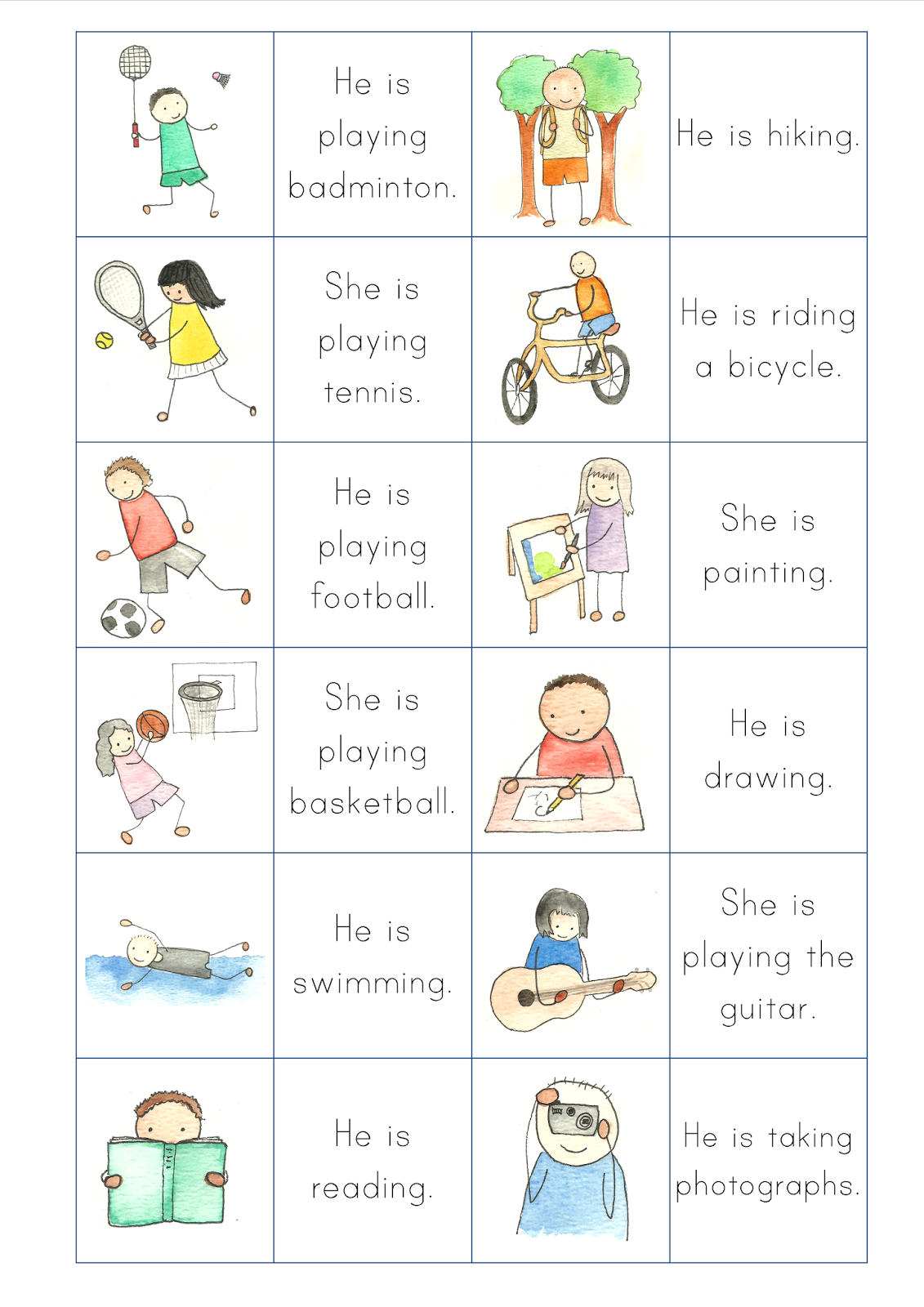
|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 6:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom 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** |
| Good job everyone.  Error  - Yes → While you guys were singing, I heard this sentence.  (write the sentence on the board)  Is it right? then let’s fix into the right one.  (correct the sentence together)  - No → If there was no error  Did you all enjoy today’s lesson? What was your favourite part?  (listen to each student’s answer)  Good. Thank you and I’ll see you in the next class. | T-S | 30 sec -1 min |  |

**Instructor’s Final Comments**

|  |  |
| --- | --- |
| 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: ……………………….. .…………………………..** | |

**Complete the sentences in the present continuous tense.**

Example)



Q: Is she painting a picture?

A: Yes, she is painting.

|  |  |
| --- | --- |
| (ride)  Q: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a bicycle?  A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | (play)  Q: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_football?  A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| (swim)  Q: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | (draw)  Q: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a picture?  A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**BINGO Game!!**

**(We are…)**

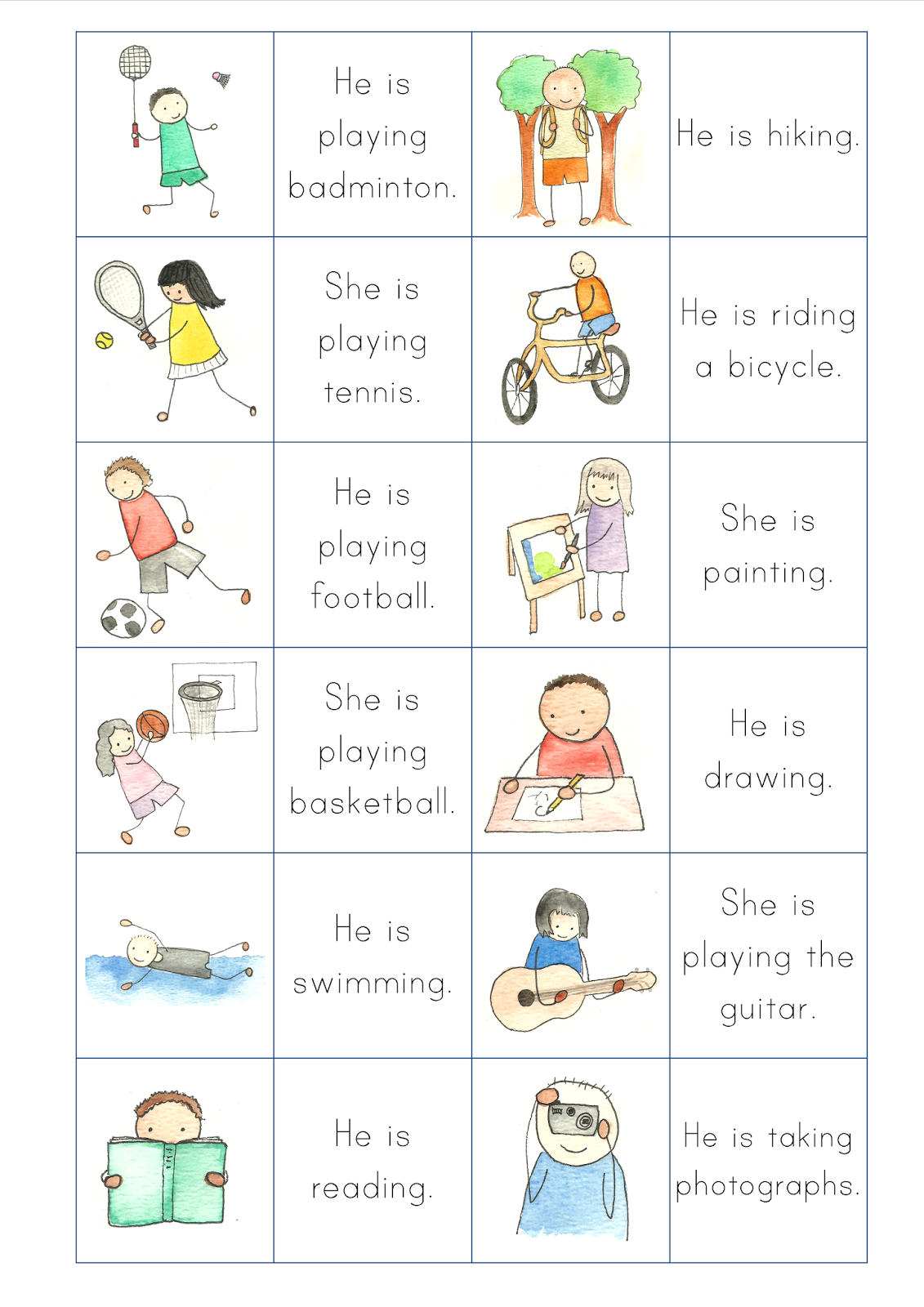
|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

**Lemon Tree**

|  |  |
| --- | --- |
| I`m sitting here in the boring room  it's just another rainy sunday afternoon  I`m wasting my time  I got nothing to do  I`m hanging around  I`m waiting for you  But nothing ever happens and I wonder  I`m driving around in my car  I`m driving too fast  I`m driving too far  I`d like to change my point of view  I feel so lonely  I`m waiting for you  But nothing ever happens and I wonder  I wonder how I wonder why  Yesterday you told me  about the blue blue sky  And all that I can see  is just a yellow lemon-tree I`m turning my head up and down  I`m turning turning turning turning  turning around  And all that I can see  is just a yellow lemon-tree Sing, dah da da da da dee da da... | ( ) here in the boring room  it's just another rainy sunday afternoon  ( ) my time  I got nothing to do  ( ) around  ( ) for you  But nothing ever happens and I wonder  ( ) around in my car  ( ) too fast  ( ) too far  I`d like to change my point of view  I feel so lonely  ( ) for you  But nothing ever happens and I wonder  I wonder how I wonder why  Yesterday you told me  about the blue blue sky  And all that I can see  is just a yellow lemon-tree ( ) my head up and down  ( )  ( ) around  And all that I can see  is just a yellow lemon-tree Sing, dah da da da da dee da da... |

**Complete the sentences in the present continuous tense.**

Example)



Q: Is she painting a picture?

A: Yes, she is painting a picture.

|  |  |
| --- | --- |
| (ride)  Q: is he riding a bicycle?  A: Yes, he is riding a bicycle. | (play)  Q: Is she playing football?  A: No, she is not playing football. |
| (swim)  Q: Is he swimming?  A: Yes, he is swimming. | (draw)  Q: Is he drawing a picture?  A: Yes, he is drawing a picture. |