**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jinny | 191th | 24-04-2019 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | **If** you **heat** water to 100°C, it **boils**. |
| **Main Aim** | Students will learn ‘zero conditional’. |
| **Secondary Aim** | Students will practice their speaking fluency to talk about something which is always true. |

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| **Materials and References** |
| Board and colored markers, worksheets. |

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| **Student Profile** | | | |
| **Level** | Lower-Intermediate | | |
| **Age** | Adults | **Number of Students** | 9 |
| **Detail** | Students are all capable of speaking English. 2 or 3 students have lived abroad and can speak English fluently. Every student is eager to learn English grammar. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students already know about first conditional sentences, second conditional sentences and third conditional sentences. They are able to understand ‘if clause’. Therefore, they are familiar with grammatical terms like ‘if clause’, ‘simple present tense’ and ’past tense’. So, they are accustomed to learning grammar lesson in class. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Students may confuse what situation is appropriate for using zero conditionals.  Zero conditional is different from other conditional sentences because the content is supposed to be true always.  Sometimes, it’s very difficult to say, whether it is true or not except the scientific conditions.  Therefore, I will show students with the scientific facts, so students can easily understand that they can use zero conditionals in case of condition-consequence relations.  Let students practice talking about the ‘if clause’ and the consequence of that condition. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to increase S.T.T. during grammar class. |

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| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. | | |
| **Materials:** Board, colored markers, eraser | | |
| **Timings(2min)** | **Interactions** | **Procedure** |
| 2 min | T-S | “Hello everyone. Look at what I am drawing.”  **Draw a bottle of water and fire next to it suggesting that it is 100°C.**  “What will happen next?” (Water will boil.) -> If they fail to elicit,  Start using mouthing technique.(boil, boiling, heat etc.)  **Draw a bottle of water starts boiling with bubbles.**  “Correct. When water starts to boil?” point to 100°c again. (If the water reaches 100°C.) |

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| **Stage Name:** Presentation  **Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. | | |
| **Materials:** Board, colored markers, eraser | | |
| **Timings(5min)** | **Interactions** | **Procedure** |
| 1 min  1 min  3 min | T-S  T-S  T-S | **Board the model sentence (if students are unable to tell you, just board it).**  -If you heat water to 100°c, it boils.  **CCQ – ask questions**  1) Is it true water boils to 100°c? (yes)  2) When you heat water under the 100°c, will water boil? (no)  3) Then, does ‘If sentence’ lead to the consequence of the other sentence? (yes)  **Drilling**  “If you heat water to 100°c, it boils.”  “If you heat water to 100°c, it boils.”  **Conduct the drill chorally 2 times with gestures with half of the class.**  **And gesture the half again**.  Gesture individual person to pronounce the sentence**.(Jerry, Sue)**  “Where is the stress?” (heat, 100c, boils)  **Highlight heat, 100c, boils with red marker.**  “Correct.”  Read sentence with stress two times.  “If you heat the water to 100°c, it boils” 2 times |

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| **Stage Name:** Controlled Practice  **Purpose of this stage:** students practice working with the form. Accuracy must be checked. | | |
| **Materials:** worksheet, bell | | |
| **Timings(4min)** | **Interactions** | **Procedure** |
| 30 sec  1 min 30sec  1 min  1 min | T  S  S-S  T-S | “Work exercise A individually.” **Hold up the worksheet and point to exercise A.**  “Is it ok to work together?” (NO) “Is it ok to do exercise B?” (NO) “Good!”  **Hand out the worksheet.**  **Students do a worksheet individually.**  **Ring the bell twice “Pair check, please.”**  **Make pair with hand gestures with two, two, two and three groups**  **Ring the bell third time. Feedback to check accuracy.**  “number 1~?” gesture to Diane.  “number 2~?” gesture to Daniel.  “number 3~?” gesture to Carli.  “number 4~?” gesture to Young.  “number 5~?” gesture to Jin |

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| **Stage Name:** Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning. Accuracy must be checked. | | |
| **Materials:** Worksheet, bell | | |
| **Timings(4min)** | **Interactions** | **Procedure** |
| 30 sec  1 min 30sec  1 min  1 min | T  S  S-S  T-S | **Instructions. ICQ.**  “Work exercise B individually”  “Exercise number what?” (B!!)  “Are you going to work together?”(No) “Great”  **Ring the bell once. Students do a worksheet.**  **Ring the bell twice**. “Pair check, please.”  **Ring the bell third time. Feedback to check accuracy.** |

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| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | |
| **Materials: worksheet, bell** | | |
| **Timings(8min)** | **Interactions** | **Procedure** |
| 10 sec  5 min  3 min | T  S-S  T-S | **Instructions.**  **“Discuss with your partner about exercise C”**  **Students actively discuss about exercise C**  **Ring the bell third time. Give students Feedback.**  (According to what we practice until now, Zero conditionals use the simple present for both the ‘if clause’ and ‘the consequence clause’ to refer to a situation that is always true./ the relation between if sentence and the after is cause and the consequence etc.) |

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| **Stage Name:** Wrap-up  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings(1min 50 sec)** | **Interactions** | **Procedure** |
| 1 min 50 sec | T  T – S  T | “OK. This is all for today. All you did was wonderful. Especially when you discuss with your partner I loved the way you talked with your partner. It was active and enthusiastic to know what the grammar point is about. You all made wonderful zero conditional sentences. Very good job”  “However, I heard that many students use past tenses in if clause, be careful!! zero conditional is based on only truth, so they only use the simple tense”  “Like our model sentence, if you heat water to 100°c, it boils”  **Gesture to whole class with stretch your arm. Wait until they pronounce after me.**  “If you are on today’s class, you definitely learn zero conditional.”  “Next class will be about first conditional. Thank you!” |

**WORKSHEET**

**A.** **Choose the sentence that is fit to each sentence.**

1. If you cool water to zero degrees, it .

2. If you heat them, most things .

3. When magnesium burns in oxygen, it .

4. If x times y is six and x is three, then .

5. If you touch a live wire, you .

[ get an electric shock/ produces magnesium oxide/ forms ice/ expand/ y is two ]

**B. Complete the sentences using the words in brackets.**

1. Green plants can’t survive, when (there/no light/is)

2. When a bicycle speeds up, (is /more

difficult/ to stop/it)

3. If you put food in a fridge, (it/longer/lasts)

4. If you rub a balloon with a cloth, (get/you/ an electric shock.)

5. If you fill a balloon with hydrogen, (in the air/it/floats)

**C. Discuss with your partner, what do you think zero conditional is? And make at least 5 sentences with zero conditional.**

**WORKSHEET [ANSWER]**

**A.** **Choose the sentence that is fit to each sentence.**

1. If you cool water to zero degrees, it **forms ice.**

2. If you heat them, most things **expand.**

3. When magnesium burns in oxygen, it **produces magnesium oxide.**

4. If x times y is six and x is three, then **y is two.**

5. If you touch a live wire, you **get an electric shock.**

[ get an electric shock/ produces magnesium oxide/ forms ice/ expand/ y is two ]

**B. Complete the sentences using the words in brackets.**

1. Green plants can’t survive, when **there is no light.** (there/no light/is)

2. When a bicycle speeds up**, it is more difficult to stop.** (is/more difficult/to stop/it)

3. If you put food in a fridge, **it lasts longer.**(it/longer/lasts)

4. If you rub a balloon with a cloth, **you get an electric shock.** (get/you/ an electric shock.)

5. If you fill a balloon with hydrogen, **it floats in the air**.(in the air/it/floats)

**C. Discuss with your partner, what do you think zero conditional is? And make at least 5 sentences with zero conditional.**

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |