**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Lily | 193rd | 2019-05-11 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | My daily habit |
| **Main Aim** | Ss will use present simple tense |
| **Secondary Aim** | Students will practice their speaking fluency |

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| **Materials and References** |
| <https://www.inc.com/amy-vetter/4-morning-habits-of-successful-people.html>  <https://owaves.com/day-plans/day-life-steve-jobs/>  <https://www.independent.co.uk/news/business/news/from-steve-jobs-obama-jeff-bezos-mark-zuckerberg-how-8-of-the-world-s-most-successful-people-start-a6686466.html>  Computer, Monitor, PPT(Pictures), Worksheet (4 copies), Whiteboard, Color board markers (Black, Red, Blue, Green) |

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| **Student Profile** | | | |
| **Level** | Low intermediate | | |
| **Age** | Adults | **Number of Students** | 4 |
| **Detail** | The Students are all native Korean. 3 females and 1 male.  They can communicate each other using simple sentences.  The Students want to use their day time effectively and become a better person | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students already know the present simple tense but don’t know when to use it.  They know about the subject-verb agreement but make mistakes in sentences. They can recognize the structure of simple sentence. They can use infinitive form of verbs | | | |

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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| Print pictures for back up in case that a computer or a monitor doesn’t work.  Prepare a bottle of water or candies for dry throat which would cause cough |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation. |

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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: Computer, Monitor PPT(Pictures)** | | |
| **Timings**  **(1min**  **30sec)** | **Interactions** | **Procedure** |
| 1min  sec | T-S | **Draw, mime, show a picture etc. to create a clear and understandable situation. Try elicit the model sentence by referring to the situation.**  **[Greeting/Eliciting]**  Hello everyone! How are you? (good)  I have some pictures here.  Can you tell me what I do every day?  (Ss use the target language and practice the present simple tense by answering ‘wake up, brush the teeth, have breakfast, (put on) makeup and read a book.)  Nowadays, I want to be healthy and lose my weight.  So, I made another habit.  Do you think what I do ‘every day’?  (T goes to the board and write ‘I’ and let them complete the sentence)  (Ss: you exercise every day)  I  **A teacher writes the model sentence on the white board.**  **‘I exercise every day’** |

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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:** List all materials that will be needed in this stage. | | |
| **Timings**  **(7min)** | **Interactions** | **Procedure** |
| 2min  3min  2min | T-S  T-S  T-S | **On the white board, there is a model sentence already.**   * **‘I exercise every day’**   Okay, let’s complete this timeline together. Answer the question. Come to the front and mark X on the line.  **[CCQ & Timeline]**  So, to lose my weight, do you think, (T write the line only).   1. Did I plan to do it? (yes) - Shirley 2. Do I exercise today? (yes) – Ryatt 3. Will I do it tomorrow? (yes) -Youmi 4. Do I repeat it every day? (yes) - Florence   Like this, we use present simple when we talk about repeated actions or habits, things in general like facts or scientific facts, scheduled events or instructions.  **[Form]**  **subject**     |  |  |  |  | | --- | --- | --- | --- | | I / We  You  They | **verb** | exercise | **every day** | | He / she  **+** |  | exercise**s** |  | | I | **don’t** | exercise |  | | He/She  **-** | **doesn’t** |  |  | | **Do** | you | **exercise** |  | | **Does**  **?** | he/she | **exercise** |  |   So, Let’s see how we use this tense in a sentence form  Look at this. What is the verb here?  (Ss: ‘exercise’ )  T underlines the verb of the model sentence.  (I exercise everyday)  T write subject and verb above the model sentence.  Class, do I need to put something on this positive form?  Ss: No. (I exercise every day)  When we change I into She, what do we need to put on the verb?  Ss: put s. (She exercises every day)  Good. How can we make the negative form? What do we need to put or add here?  Ss: put ‘don’t’ (I don’t exercise every day)  How about using she? Do we still use don’t?  Ss: No. put doesn’t (She doesn’t exercise every day)  Good. How can we make the question form? What do we need to put? Where?  Ss: Put Do. In front of the I (Do I exercise every day)  Am I asking myself? What do I need to use here? (pointing ‘I’)  Ss: You. (Do you exercise every day)  How about using She here? Do we still use ‘do’? (pointing ‘you’)  Ss : No. use does. ( Does she exercise every day? )  Do we still use comma here? (pointing to the comma)  Ss: No. put question mark. (Do you exercise every day?)  Alright. Very good.  **[Drill]– drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “Listen and repeat: [I exercise every day.]”   Students say the sentence chorally and individually.   1. Drill will energy and enthusiasm, using natural intonation and stress. 2. Make special pronunciation features visible on the board, using colour.   Okay. Where do we put the stress?  Students answer and the teacher mark the stress on the model sentence with red marker  **\***  **\***  [ I exercise every day ]  Do we need to rise the tone or keep the tone?  Ss: keep the tone.  T mark the intonation with an arrow with blue marker  **\***  **\***  [ I exercise every day] |

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| **Stage Name:** Controlled Practice  **Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings**  **(7min)** | **Interactions** | **Procedure** |
| 1min  4 min  1min  1min | T  T – S  S  S-S  T | **[Instructions]**  Now, we are going to do some activity.  To become a better person, we need to think about how we use our day life. So, I have a story about Steve jobs. Let’s know about his day life and try to follow it.  1) Read the text and 2) fill in the table (hand gesture to show numbers)  Find the words in the word box. You have 3 minutes to do that.  **[ICQ]**  Okay class,   1. For this activity, what are the two things you need to do?  (Ss: 1) Read the story and 2) fill in the table) 2. Where can you find the words?  (Ss: in the word box) 3. How many minutes do you have? (Ss: 3minutes)   Okay, we start now.  **[Hand out]**  **[Students do a worksheet.]**  **[Pair check]**  Okay. Finish your answers and check them with your partner.  You have 1 minute.  **[Feedback to check accuracy. Board correct answers visually.]** |

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| **Stage Name:** Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings**  **(8min)** | **Interactions** | **Procedure** |
| 1min  5min  1min  1min | T  T-S  S  S-S  T-S | **[Instructions]**  Now, we have another activity.  There are some questions about the Steve jobs’ day life.  Read the text again and answer the questions in complete sentences like  ‘He exercises in the morning’ (T writes the sample on the board)  You have 5 minutes.  **[ICQ]**  Class,   1. For this activity, what are the two things you need to do?  (Ss: 1) Read the story again and 2) answer the questions) 2. How do you write complete sentences?  (Ss: write with subject, verb 3. How many minutes do you have? (Ss: 5minutes)   Okay, we start now.  **[Hand out]**  **[Students do a worksheet.]**  **[Pair check]**  Okay. Finish your answers and check them with your partner.  You have 1 minute.  **[Feedback to check accuracy. Board correct answers visually.]** |

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| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Timings**  **(9min**  **30sec)** | **Interactions** | **Procedure** |
| 30 sec  9 min | T  S-S | **[Instructions.] (Visual.)**  Talk to your partner about your daily habits you do every day.  Compare the day life of Steve jobs and yours from morning to evening.  **[Students do a productive task which requires natural communication.]**  **[T monitors and listen to their discussion. Note down sentences that students mispronounce or misspell to correct later.** |

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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**  **(2min)** | **Interactions** | **Procedure** |
| 1 min  30sec  10 sec  20 sec | T – S  T  T | **Offer delayed corrections to the previous stage.**  **“**Look at the board. Here are some sentences I heard. Tell me how to correct them.”  **[Set homework.]**  For your homework, write your timetable on A4 paper using the present simple sentences.  **[Inform students about the topic for the next lesson.]**  Your next lesson is to know what happened yesterday  So, just think about your memorable day and we will use that memory on the next lesson. |

[PPT Pictures]

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[Controlled practice]

Steve jobs is one of the most successful people in the world.

**Read about Steve job’s day.**

**Fill in the table below. Find the words in the word box.**

I’m a good morning person. I get up at 6’o clock. I wear the same outfit every day, so I don’t waste my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only one or two foods like apples or carrots for my health. After lunch, I have meeting with the design lab and check customers’ emails at 3 p.m. I have family dinner at 5:30p.m. The dinner is pasta with raw vegetables from family garden. Then, I takea walk with my wife. At 10 p.m., I listen to music, meditate with Zeb Buddhism and do yoga.

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|  | TIME | ACTIVITY |
| AM | 6:00-6:30 | **①He \_\_\_\_\_\_\_ up**  **②He \_\_\_\_\_\_\_ his work little** |
| 7:30 | He has breakfast with his family |
| 9:00 | **③He \_\_\_\_\_\_\_\_ to the office** |
| PM | 12:00 | He has lunch |
| 3:00 | He has meeting  **④He \_\_\_\_\_\_ customer’s emails** |
| 5:30 | He has family dinner |
| 10:00 | He listens to music  He meditates with Zen Buddhism  **⑤He \_\_\_\_\_\_\_ yoga** |

WORD BOX

get/ do/ get up / check / finish

[Controlled Practice Answer Key]

**Steve jobs is one of the most successful people in the world.**

**Read about Steve job’s day, and fill in the table below. Use the words in the word box.**

I’m a good morning person. I get up at 6’o clock. I wear the same outfit every day, so I don’t waste my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only one or two foods like apples or carrots for my health. After lunch, I have meeting with the design lab and check customers’ emails at 3 p.m. I have family dinner at 5:30p.m. The dinner is pasta with raw vegetables from family garden. Then, I takea walk with my wife. At 10 p.m., I listen to music, meditate with Zeb Buddhism and do yoga.

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| --- | --- | --- |
|  | TIME | ACTIVITY |
| AM | 6:00-6:30 | **①He gets up**  **②He finishes his work little** |
| 7:30 | He has breakfast with his family |
| 9:00 | **③He gets to the office** |
| PM | 12:00 | He has lunch |
| 3:00 | He has meeting  **④He checks customer’s emails** |
| 5:30 | He has family dinner |
| 10:00 | He listens to music  He meditates with Zen Buddhism  **⑤He does yoga** |

WORD BOX

get/ do/ get up / check / finish

[Less controlled Practice]

**Read the text again.**

**Find the answer from the text. Answer the questions in complete sentences**

*like: ‘He exercise****s*** *in the morning’*

I’m a good morning person. I get up at 6’o clock. I wear the same outfit every day, so I don’t waste my time. I finish my work little at 6:30 a.m. before my kids get up. I have a little food for breakfast with my family and then I go to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only fruits or vegetables like apples or carrots for my health. After lunch, I have meeting with the design lab and check customers’ emails at 3 p.m. I have family dinner at 5:30p.m. The dinner is pasta with raw vegetables from family garden. Then, I take a walk with my wife. At 10 p.m., I listen to music, meditate with Zen Buddhism and do yoga

1. **Why does he wake up early in the morning?**

1. **Why does he wear the same outfit every day?**

1. **Why does he have meetings on every Monday?**

1. **What food does he eat for his lunch?**

1. **How does he recharge his motivation at night?**

[Less controlled Practice Answer Key]

**Read the text again.**

**Find the answer from the text. Answer the questions in complete sentences**

I’m a good morning person. I get up at 6’o clock. I wear the same outfit every day, so I **don’t waste** my time. I finish my work little at 6:30 a.m. before my kids get up. I **have** a little food for breakfast with my family and then I **go** to work at 7:30 a.m. I get to the office just before 9a.m. I have meetings on every Monday and review the whole business. I have lunch at 12 and eat only fruits or vegetables like apples or carrots for my health. After lunch, I have meeting with the design lab and check customers’ emails at 3 p.m. I have family dinner at 5:30p.m. The dinner **is** pasta with raw vegetables from family garden. Then, I **take** a walk with my wife. At 10 p.m., I listen to music, meditate with Zen Buddhism and do yoga

1. **Why does he wake up early in the morning?**

**(Ss: He wants to finish his work little (before his kid get up) )**

1. **Why does he wear the same outfit every day?**

**(Ss: he doesn’t want to waste his time in choosing the outfit)**

1. **Why does he have meetings on every Monday?**

**(Ss: He reviews the whole business)**

1. **What food does he eat for his lunch?**

**(Ss: he eats only fruits or vegetables like apples or carrots)**

1. **How does he recharge his motivation at night?**

**(Ss: he listens to music, meditate with Zen Buddhism and does yoga)**

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