**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Felix | 198WD | 2019.10.16(Weds) | Grammar | PPP | 45in |

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| **Lesson** | |
| **Topic** | Making a plan for this weekend. |
| **Main Aim** | Students will learn ‘Future Time’ |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Board and colorful markers, Worksheets, Pictures.** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Age between 8 to 12 years old | | **Number of Students** | 10 |
| **Detail** | | All of students are native to Korean. There are 5 women and 5 men. Some students are really outgoing and active but some are very shy and introvert persons. Nevertheless, all students are eager to learn second language. Everyone is motivated to learn English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know about simple present and may can make a sentence using it. * Students have learned about the subject and ‘be’ verb relationship * Students know how to make the negative form using ‘not’ * Students know how to make a question form. Ex) You are -> Are you / Subject and ‘Be’ verb will change to make it. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “**The woman is going to the party this weekend.**” Students may think she decided to go to party right now. But actually, she’s already made a plan for party. Explain it to them. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use the ‘Be - ing’ but may students know how to use ‘Be ~ing’ when they make a sentence using a ‘Future Time.’ Highlight the variable sentence structure.   “The woman is going to the party this weekend”   1. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about the 2nd conditional is too much for students to handle in a short 30 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about the 2nd conditional. The remaining new language points can be presented in the next lesson. | | | | | |
| **My Personal Aim** | | | | | |
| What I really want students to learn in this class is   * To know the Future Time properly. * to be an involver type teacher * To make a question using ‘Future Time Tense’ * To get all students participate in the class and make them feel comfortable. | | | | | |
| **Stage Name:** Lead-in (4min)  **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 and Two pictures. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  1min  30sec  1min  1min | T  S  T  S  T-S  T  T-S | | **(Prepare some pictures to show students to ask some questions)**  **Good morning class! How are you feeling today?**  **Ss answers, I am pretty good.**  **Awesome, alright. Now look at the board. (Attach the picture on the board.)**  **What do you think about this picture? Please, talk to your partner. I am going to give you 1minute. remember you should talk a lot!**  **Ss will say lots of things as much as they could with each of partners.**  **Alright guys, Times up. What did you think about this picture? All good!**  **(Attach the other picture.) Ok guys. This is what she did next. So now what can you make sentence for this picture? Talk to your partner about it briefly. 1minute start.**  **Okay, Times up. What sentence can you say about this picture? (point out first pic.)**  **Does anybody know? Or make a sentence about this picture?**  **Write down the sentence exactly what I prepared.**  **‘The woman is going to the party this weekend.’ (if students are unable to tell you, just board it)**  **Also, I can draw the Timeline to make students understand more easily.** | | |
| **Stage Name:** Presentation (11min)  **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 and eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2min  5min  4min | T  T-S  T-S  T-S | | **Point out the sentence I wrote down on the board.**  **CCQ**   1. **Is this picture talking about the past? (NO) what it’s talking about? (Future)** 2. **Did she go shopping for party? (Yes)** 3. **Does she look like happy now? (Yes)** 4. **In this case, do you think she has already made a plan? (Probably, Yes.)**   **Form**  **She is talking about the future. Look at this sentence. Which position we can know this is about the future? (“Be + ~ ing”)**  **\*Can we say “She going to the party this weekend?” (No) (Ask why?)**  **- We can’t say it without ‘Be verb’**  **\*Can we say “She is goes to the party this weekend?” (No) (Ask why?)**  **- When we use Future tense, we have to use ‘Be verb’ + ~ing. Right?**  **\*How to make this into a negative sentence? (Ask students and wait for the answer.)**  **- Board “She is not going to the party this weekend”**  **Q. What happens to this sentence when we make the negative?**  **Ss will answer, “we have to put ‘not’ right after subject.”**  **\*How do we make this a question? (Is she? / Are you?)**  **- Board “Is she going to the party this weekend?”**  **And how can we answer this question? (Yes, she is going to the party this weekend.)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Subject** | **Be + ~ ing** | **Object** | **Time (When)** | | **+** | **she** | **Is going** | **to the party** | **this weekend** | | **-** | **she** | **Is not going** | **to the party** | **this weekend** | | **?** | **Is** | **She going** | **to the party** | **this weekend** |     **Drill**  **Everybody Listen and repeat 3times. (Indicate silence.)**  **“She is going to the party this weekend.” (\*2)**  **- Which words are stressed?**  **Ss will answer, “She, going, party” (Mark the stress with a red marker.)**  **- Which words are unstressed?**  **Ss will answer, “Is, to, the, this weekend” (Mark the stress with a red marker.)**  **- What about the intonation? Is it going up? Or Falling down?**  **Ss will answer, “Falling down” (Mark the stress with a red marker.)**  **\*Listen, and repeat 3 times. ”She is going to the party this weekend” (\*2)**  **-Ss will repeat 3 times.**  **Nominate for individual drilling.**  **\*Listen, and repeat 3 times. ”She is not going to the party this weekend” (\*2)**  **-Ss will repeat 3 times.**  **Nominate for individual drilling.**  **\*Listen, and repeat 3 times. ”Is she going to the party this weekend” (\*2)**  **-Ss will repeat 3 times.**  **Nominate for individual drilling.**  **\*\*Give a tip to the students that we can also say like this in spoken English,**  **“she’s gonna the party this weekend”** | | |
| **Stage Name:** Controlled Practice (7min)  **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:** worksheet, board and maker, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min  3min  1min  2min | T  S  S–S  T–S | | **Instructions.**  **ICQ.**  **Hand out.**  **Students do a worksheet.**   |  | | --- | | **\*Look at the sentences. and mark the right answers below.**  1. My brother ( am／is ) going to eat a hamburger.  2. Cathy is going to ( see／seeing ) a doctor this afternoon.  3. Susan and I ( am／are ) going to travel next month.  4. I ( am not／not am ) going to get up early tomorrow.  5. My friends are going to ( visit／visits ) my house this weekend.  6. We are going to ( studies／study ) math tomorrow. |   **Pair check.**  **Feedback to check accuracy. Board correct answers visually.** | | |
| **Stage Name:** Less Controlled Practice (11min)  **Purpose of this stage:** students practice working with the meaning (match a timeline to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | | | | |
| **Materials:** worksheet, board and maker, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min  5min  2min  3min | T  S  S-S  T-S | | **instructions**  Turn over your worksheet.  Now you will do Exercise B and there are two pictures. Left one is present and right side is future. Ans also there’s an Example about Exercise B. you can do it using it.  **ICQs**  “You have to make a sentence about ‘Future Time’? (Yes.)  “Could you make some sentences as many as you can? (Yes.)    **Students do the worksheet.**  **Pair check**  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice (10min)  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials: None** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min  8 min  1min | T  S-S  T | | **Instructions. (Visual.)**  **Make all students attention.**  **Ask student 1-2 “what is your plan for this weekend?”**  **\*Give a Example sentence to the students.**  **“I am studying accounting in the academy.”**  **Get the students to chatting with their partner using ‘Future Time’. Give 8min.**  **feedback** | | |
| **Stage Name:** Wrap-up (2min)  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | | | | |
| **Materials: None** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  5 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.**  **Inform students about the topic for the next lesson.** | | |

**Instructor’s Comments and Assessment**

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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** |  |  |