**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jin | 200WK | 19/10/2019 | Grammar | PPP | 30 min |

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| **Lesson** |
| **Topic** | At the moment now or around now |
| **Main Aim** | Students will learn the present progressive tense. |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| **Work sheets** |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 10 years old | **Number of Students** | 2 |
| **Detail** | They are all native Korean.They have experience travelling abroad. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the vocabulary used in this lesson
* Students have learned about the using the present progressive tense.
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “I am studying now” students may have difficult to say the sentence. I have to emphasize my performance with miming and give them the clear visual context and C.C.Q.
2. **Form:** Students may confuse using the present progressive tense.Give them detail explaining about the present situation between the moment of situation and temporary happening around now. Make them practicing the ‘~ing’ form with ‘now’ through the worksheet
3. **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.
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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| The quantity of new language points to be learned about the present progressive tense 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 present progressive tense with using ‘NOW’. The remaining new language points can be presented in the next lesson. |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to * present the target language using a situational presentation.
* Students will learn the present progressive to talk about thins happening now or around now.
* to be an involver type teacher
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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:** PPT file, screen, computer, board, colored markers, eraser |
| **Timings** | **Interactions** | **Procedure** |
| 5min | T-S | **Hello everyone. Look at this picture.** **What can you see?** Ss-Desk, students and teacher is speaking in a classroom.**Isn’t the situation look exactly same like us?** Yes~**Please make a sentence after watching my performance.** Miming the situation of studying.**What am I doing?** studing**Can you make a sentence?** You are studying English. Can you change subject with “I”? and When is the situation happening? (now)**I am studying English now.** |
| **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** | **Interactions** | **Procedure** |
| 2sec5min3min2min | TT-ST-ST-STT-S | **Board the model sentence (I am studying English now)****CCQ – ask questions, and use time lines or scales where appropriate.****Drawing a time line. Past-present-future-----**1. **Is it happening in the past? (No)**
2. **Is it happening in the present time? (yes)**
3. **When is it exactly happenings ? (now)**

**Yes, it is exactly happening now. ( Marked point with maker pen)****Write on the board.**  **What about this sentence? “I am studying English now”****It represents the moment progressive situation at now!****Form – Look at this sentence : I am studying English now.**1. **What is the be verb?** Am **/ and what is the other verb?** Study-**--Highlight the grammar structure S+be verb + verb-ing + object + now**
2. **How do we make this into a negative sentence?** I am not studying English now.
3. **How do we make this into a question?** Am I studying English now
4. **Forming words with ~ing**

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| **Verb+ ing** | **study-studying/ do -doing / play-playing/ enjoy-enjoying** |
| **Verb (e)+~ing** | **Come-coming/ have- having/ make-making** |
| **Double consonants** | **Stop-stopping/ sit-sitting/ put-putting** |

**Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Listen. Indicate silence. “ I am studying English now”
2. Which words are stressed? Mark the stress with a red marker
3. Speak [model sentence.] with natural intonation. And repeat 3times with gestures.
4. Nominate for individual drilling.
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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** | **Interactions** | **Procedure** |
| 5sec1sec2sec3min2min1min | TT – ST SS-ST-S | **Instructions.** Hold up the worksheet, point to images and texts. There are Two types of Practice Present progressive tense. One is Talking about the moment you speaking and other is Temporary happening around now. Complete sentence with using present progressive tense .**ICQ.** **Will you using the verbs with ~ing form?** Yes**Will you considering the changes of the verb in spelling? such as Verb (e)+~ing/ Double consonants. (indicate the structure table on the board)****Hand out. Now you can start.****Students do a worksheet.** **Pair check.****Feedback to check accuracy. Board correct answers visually.** |
| **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** | **Interactions** | **Procedure** |
| 2sec2min1min2min | TSS-ST-S | Instructions. Hold up the worksheet, point to exercise B. On this picture some crazy things are going on. Each of find out at least five crazy things and make the sentences.**Hand out.** Students do the worksheet.Pair checks. (Students share their sentences and match the pictures together)Feedback to check accuracy. |
| **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** | **Interactions** | **Procedure** |
| 30 sec5 min2min | TS-ST-S | **Instructions. (Visual-telephone conversation with fried)** **Do the role play (What are you doing?)****Selin is doing homework and Lunna is shopping for birthday present for David.****David is their friend.**Students are having a conversation with using target language naturally.Feedback |
| **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** | **Interactions** | **Procedure** |
| 2 min10 sec | T – STT | **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.****Use adverb (such as constantly, always), Make five present progressive sentences for continually happing in a situation for the next lesson.** |

**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** |  |  |

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