**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Joelle | 201WD | 2019/12/04 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | I will go to the nail shop/ I’m going to the nail shop |
| **Main Aim** | Students will learn “will & be going to “ |
| **Secondary Aim** | Students will practice their speaking fluency. |

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

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adults | | **Number of Students** | 7 |
| **Detail** | | Students are all native Korean. A few students have lived abroad and have the local accent.  Everyone is motivated to learn English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject and ‘be’ verb relationship * Students know how to make the negative form using ‘not’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| **“I will go to the nail shop / I am going to go to the nail shop.”**  Students may think both sentences have same meaning.”  Students may not understand when they should use it. Give them examples to understand well.  Make a clear visual context and C.C.Q. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about future tense (will/be going to) is too much for students to handle in a short 35 minutes lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only difference use of this expression. 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 * to be an involver type teacher | | | | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3 |  | | T: Hello everyone (Show this picture to students)    What can you see?  S: manicure is stripped…Gel nails fell down.  T: Yes, where should I go to fix it?  S: Nail shop.  T: Yes…So…What sentence do I say in this situation?  S: I’m going to go to the nail shop. / I will go to the nail shop  T: Yes. Good! If I have appointment at the nail shop, what kind of sentence should I say?  S: I’m going to go to the nail shop.  T: Great! If I just think to go to the nail shop, how should I say?  S: I’ll go to the nail shop | | |
| **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** | | |
| 2 min    2 min  4 min  2 min | T-S  T-S  T-S  T-S | | **Board the model sentence -> I (will /am going to) go to the nail shop.**  **Tell the students to write down the sentence.**  **I will (am going to) go to the nail shop.**   |  | | --- | | **Will + verb for decisions (things decided now)** | | **Be going to + verb for plans (things decided before now)** |   **CCQ**   1. **Is it happening in the future? (Yes/Yes)** 2. **Do I have reservation at the nail shop? (No/Yes)** 3. **Do I decide to go to the nail shop now? (Yes/No)**   **Form**  **Positive: I will (am going to) go to the nail shop.**  **Subject auxiliary verb verb adverb**  **What is the subject, verb, auxiliary verb?**  I’m talking about the future. Which word tells us this is about the future? (will/am going to)  Can we say She will (is going to) goes to the nail salon? (No)  Why? (Because after (to or auxiliary verb), verb in the base form should be placed)  How do we make this into a negative sentence?  **(I will not(won’t) go to the nail shop/I’m not going to go to the nail shop)**  **Board it.**  **Negative: I will not go to the nail salon/I’m not going to go to the nail salon.**  What forms of verb should be used after this future auxiliary verb? (Verb in the base form)  How do we make this a question?  **Board it.**  **Question: Will you go to the nail shop? /Are you going to go to the nail shop?**  How can we answer this question? (Yes. I will / am going to go to the nail shop)  **Drill**  **Listen and speak 5 times together.**  **(They speak each sentence 5 times) “I will/am going to go to the nail shop.”**  **And nominate for individual. (3 students)**  **Where is the stress? go / nail shop**  **Mark the stress with a red marker.** | | |
| **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** | | |
| 1 min  3 min  1 min  2 min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A, B, C**  Exercise A says to Choose the correct option to complete the sentences (will & be going to)  Exercise B says to write the verb in the future tense. Use both won’t and be not going to.  Exercise C says to complete the question and answer.  **Hand out.**  **ICQ** “Is it ok to work individually?” (Yes) “Is it ok to do exercise D?” (NO) “Good!”  **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** | | |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | | **Instructions**  Exercise D says make dialogue about plan to Hawaii  **Students do the worksheet.**  **Pair check.**  **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 sec  5 min  1 min | T  S-S  T-S | | **Instructions.**  Talk to your group about your weekend.  For example, where you’re going and eating……  Students discuss their weekend using the 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** | | |
| 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.**  Make a dialogue using “Will” and “be going to” each.  **Inform students about the topic for the next lesson.**  Next time, we are going to review today’s lesson and learn about “be~ing” expression**.** | | |

**Instructor’s Comments and Assessment**

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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** |  |  |