**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jay – Jae Myeong Lee | 203rd WD | 12/Feb/2020 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | I erased the white board yesterday. |
| **Main Aim** | Students will learn 'regular forms in past simple tense' to express about past life. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| White board, colored markers and worksheets. |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adult | | **Number of Students** | 7 |
| **Detail** | | Students are native Korean and most of them are married. Students enjoy doing the group work. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| Students know 'present simple' for talking now.  Students know how to make the negative form using ‘not’. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| Many students may be confused about when to use the ‘ past simple’ tense. For example, students might not be aware of the fact that the ‘past simple’ tense is used with some time expressions such as yesterday, last week, and in 1999.  Give students proper situation in the Lead-in stage and ask appropriate CCQs. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| Some of the students might be curious about the irregular forms of the ‘past tense’ and ask me why some verbs conjugate irregularly in the ‘past tense’. However, I will only deal with the regular forms of the ‘past tense’ because of the time limit and tell the students that we will learn the irregular forms next time. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to present the target language deductively | | | | | |
| **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:** White board | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min | T-S | | Hello everyone.  Pay attention to what I am doing. What am I doing? Try to the draw out the model sentence which is ‘I erased the white board yesterday’ by miming. Draw out the present simple tense first and then move on to the past simple tense. | | |
| **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:** White board and markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  4 min  1 min | T-S  T-S  T-S | | Board the model sentence. ‘I erased the white board yesterday’  **CCQs**  1. Did I finish erasing the white board? (Yes.)  2. Am I erasing the white board now? (No.)  3. Do we know when I erased the white board yesterday? (No.) Is it important to know when in yesterday? (No.)  **Form**  Board the model sentence using substitution table.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | When(Time markers) | subject | Negative | Verb | object | when(Time markers) | | yesterday  last week  two days ago  in 1999. | I | Did not  Didn’t | erased  /t/  punched  /d/  wanted  /id/  used  /d/  tried  /d/ | the white board | yesterday  last week  two days ago  in 1999. |   Where do we put the when? (In the beginning or in the end)  Can we skip the when if the speaker and listener know when it happened? (Yes)  How do we make a negative sentence? (By adding didn’t + infinitive after the subject)  What other words can we use instead of yesterday? (last week, two days ago and in 1999)  How do we pronounce erased, punched, watched, used, and tried? (erased, /t/) (punched, /d/) (wanted, /id/) (used, /d/) (tried /d/)  What are the rules in making the past tense? (- ed, - d, - ied)  **Drill**  Listen and repeat chorally 3 times.  Which words are stressed? (erased, white board)  Mark the stress with a red marker.  Listen and repeat everyone  Conduct the choral drilling for 3 times with gestures.  Nominate students for individual drilling. | | |
| **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:** Worksheet, white board, markers. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  10 sec  30 sec  1 min | T  S  T  S-S  T-S | | **Instructions.**  Hold up the worksheet, point to exercise A. Only do the exercise A. Do not look at the exercise B. Read the words in the box and fill in the blanks using the correct forms of the simple past tense. Use the negative statement when it is necessary.  **ICQs.**  1. Do we use negative statements depending on the context ? (Yes.)  2. Do we do exercise B? (No.)  OK. Good. Do your worksheet. You have 2 minutes.  Students do exercise A.  OK. Now check your answers with your partners.  **Pair check.**  After nominating few students to answer the questions. Give the correct answers to the students. | | |
| **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:** Worksheet, white board, markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 20 sec  3 min  2 min  1 min | T  S  T-S  T | | **Instructions.**  Now it's time to do exercise B. Turn over your worksheet.  Write about Jane’s last Sunday using the pictures below. Use the regular past tenses and don’t change the order of the pictures. You have 3 minutes.  Students do exercise B.  Times up. Do we have volunteers for sharing the answer? If there are no volunteers, I will nominate two to three students depending on the remaining time.  Feedback to check accuracy. | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** White board | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 10 sec  3 min  2 min  1 min | T  S-S  T-S  T-S | | **Instructions.**  Talk to your partner about what you did on Korean New Year’s day. You have 3 minutes.  Students talk to their partner using the target language naturally.  Monitor students and write down some of the errors that students make.  OK. Good. Can anyone share your partner's story? Nominate 2 to 3 students to speak.    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:** White board | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  10 sec | T-S  T  T | | **Offer delayed corrections to the previous stage.**  OK, everyone. I want to give a thumbs-up to everyone. There are some grammar mistakes written on the white board. Can you guys correct them?  eg) I didn’t exercised. --> I didn’t exercise.  **Set homework.**  Since we have finished learning the regular past tenses, your homework is to study some irregular past tenses.  **Inform students about the topic for the next lesson.**  Next time, we will be learning about irregular past tenses and past progressive.  Class dismissed.  Thanks.  **End** | | |

**Work Sheet**

**Exercise A)**

**Complete the sentences.**

1. **Use the simple past form of the verbs in the box.**
2. **Make the negative statements when necessary.**

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| **play invite work walk cook arrive try finish laugh fail** |

**John \_\_\_\_\_\_\_\_\_\_ at a bookstore when he was in college.**

**I \_\_\_\_\_\_\_\_\_\_ basketball in high school. Therefore, I don’t know how to play basketball.**

**Yesterday afternoon, I \_\_\_\_\_\_\_\_\_\_ around the park near my neighborhood.**

**My neighbors \_\_\_\_\_\_\_\_\_\_ me for lunch last Saturday.**

**James \_\_\_\_\_\_\_\_\_\_ a lot of pasta an hour ago.**

**Everyone \_\_\_\_\_\_\_\_\_\_ at Jake’s joke because it wasn’t very funny.**

**The baseball game \_\_\_\_\_\_\_\_\_\_ at midnight yesterday.**

**He \_\_\_\_\_\_\_\_\_\_ late at the airport this morning.**

**I \_\_\_\_\_\_\_\_\_\_ my best to pass the exam, but I \_\_\_\_\_\_\_\_\_\_.**

**Exercise B)**

**Use the pictures to make the story about Jane’s last Sunday.**

1. **Use regular past tense verbs.**
2. **Don’t change the order.**



1. **Morning 2. Morning 3.Afternoon**



**4. Afternoon 5. Evening 6. Evening**

**Answer Sheet**

**Exercise A)**

**Complete the sentences.**

1. **Use the simple past form of the verbs in the box.**
2. **Make the negative statements when necessary.**

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| --- |
| **play invite work walk cook arrive try finish laugh fail** |

**John \_worked\_ at a bookstore when he was in college.**

**I \_didn’t play\_ basketball in high school. Therefore, I don’t know how to play basketball.**

**Yesterday afternoon, I \_walked\_ around the park near my neighborhood.**

**My neighbors \_invited\_ me for lunch last Saturday.**

**James \_cooked\_ a lot of pasta an hour ago.**

**Everyone \_didn’t laugh\_ at Jake’s joke because it wasn’t very funny.**

**The baseball game \_finished\_ at midnight yesterday.**

**He \_arrived\_ late at the airport this morning.**

**I \_tried\_ my best to pass the exam, but I \_failed\_.**

**Exercise B)**

**Use the pictures to make the story about Jane’s last Sunday.**

1. **Use regular past tense verbs.**
2. **Don’t change the order.**



**1. Morning 2. Morning 3. Afternoon**



**4. Afternoon 5. Evening 6. Evening**

**Model Answer: In the morning, Jane played with her dong. After that, she exercised in the nature. In the afternoon, she washed to her hands to go to the library and borrowed a book from the library. In the evening, she studied English. After she finished her studies, she watched a movie.**

**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** |  |  |