**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jinny - Ko, Jinsun | 203rd WD | 12/Feb/2020 | Grammar | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | I'm learning Tesol these days. |
| **Main Aim** | Students will learn 'present continous' to express about recent life. |
| **Secondary Aim** | Students will practice their speaking fluency. |

|  |
| --- |
| **Materials and References** |
| Board and coloured markers, worksheets. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adult | | **Number of Students** | 7 |
| **Detail** | | This is a Tesol English class and the students are all adults. They are intermediate level of Korean students. They've educated formal English grammar lesson, so they are familiar with grammatical terms. Students know the present and past simple. They are very accustomed to pair work also. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| Students know 'present continous' for talking now. 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:** | | | | | |
| Many students may know 'present continuous action as indicating now, the same time of speaking . But, the action is not necessarily happening at the time of speaking.  Give students proper situation in the Lead-in stage and ask appropriate CCQs. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| Some of students may not to talk freely, when students do a pair work. Most of them are focusing on Tesol lesson thesedays, means they don't have enough recent story as well. Feedback them with big interests of their even a little things of story. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation. | | | | | |
| **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** | | |
| 10 sec  30 sec  1 min  1 min | T  T  S-S  T-S | | Arrange the seating of students to 2 pairs with 2 persons and 1pair with 3 persons. And organize the desk arrangement into horseshoe type.  Hello everyone.  Lets's do a role play. You and your partner are closed friend but, you haven't seen each other recently. Now you two meet at cafe and talking each other about your recent life. You have 1 minute.  Students talk each other.  Monitor them to check what they are using the tense.  Ok. Times up. Could you share what you were talking about? Nominate 2 to 3 students. | | |
| **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  1 min | T-S  T-S  T-S | | Board the model sentence. ' I'm learning Tesol these days.'  And draw the time line to make students easy to understand.  I'm learning Tesol these days.  |**∼∼∼∼∼∼∼∼∼∼∼**|  **---------------------------------●--------------------------------------------->**  past now future  **CCQs**  1. Is this happening in the past? (No.)  2. Did I finish my Tesol studying? (No.)  3. Am I learning Tesol at the time of speaking? (No.)  **Form**  Board the model sentence using substitution table.   |  |  |  |  | | --- | --- | --- | --- | | subject + be-Verb | V-ing | object | when | | I'm (I am) | learning  raising  plying | Tesol  a dog  the piano | these days. |   How do we make this into a negative sentence?  Board the answer. (I'm not learning Tesol these days.)  What other words can we use instead of these days?  Board the answer. (nowadays etc.)  **Drill**  Listen and repeat chorally 3 times.  Which words are stressed? (Learning, Tesol)  Mark the stress with a red marker.  What happens to the pronounciation of I'm? ( [aim] )  Listen and repeat all.  Conduct the drill chorally 3 times with gesture.  Nominate 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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  20 sec  30 sec  1 min | T  S  T  S-S  T-S | | **Instructions.**  Hold up the worksheet, point to exercise A. Read the conversation and put the verbs into the correct form.  **ICQs.**  1. Is this pair work? (No.)  2. Do we exercise 2? (No.)  OK. Good. Do your worksheet. You have 2 minutes.  Students do their worksheets exercise A.  OK. Now check your answer with your partner.  **Pair check.**  Feedback to check accuracy. Nominate students to answer the questions. | | |
| **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** | | |
| 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 your recent life using some given phrases below.  Students do their worksheet exercise B.  Times up. Any volunteer for sharing your answer? If no volunteer there, nominate 2 to 3 students depends on time left.  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** | | |
| 10 sec  10 sec  3 min  2 min  1 min | T  T  S-S  T-S  T-S | | Seating arrangements to change partners. Becuase, they might be familiar with their partner through pair working already.  **Instructions.**  Talk to your partner about your recent stroy. You have 3 minutes.  Students talk to their partner using the target language naturally.  Monitor students and board some errors of their speaking.  OK. Good. Could anyone of you share your partner's story? Nominate 2 to 3 students .  Students 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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  10 sec | T-S  T  T | | **Offer delayed corrections to the previous stage.**  OK, everyone. You did a good job today. By the way, I want to correct some sentences you used here on the board. Can you correct them?  eg) I'm exercising losing my weigh. --> I'm exercising to lose my weigh.  **Set homework.**  I hope you Introduce your family to us using today's target language by tommorw.  **Inform students about the topic for the next lesson.**  Next time, we are learning about 'I was doing.'  Let's call it a day.  Thanks.  **Students dismissed.** | | |

**Work Sheet**

**Exercise A)**

**Read this conversation between Brian and Sarah. Put the verbs into the correct form.**

Sarah: Brian! How nice to see you! What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you/do) these days?

Brian: I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (train) to be a supermarket manager.

Sarah: Really? What's it like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you/ enjoy) it?

Brian: It's all right. What about you?

Sarah: Well, actually I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not/ work) at the moment.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (try) to find a job but it's not easy.

But, I'm very busy. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decorate) my flat.

Brian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you/ do) it alone?

Sarah: No, some friends of mine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (help) me.

**Answer Sheet**

**Exercise A)**

**Read this conversation between Brian and Sarah. Put the verbs into the correct form.**

Sarah: Brian! How nice to see you! What are you doing (you/do) these days?

Brian: I am training (train) to be a supermarket manager.

Sarah: Really? What's it like? Are you enjoying (you/ enjoy) it?

Brian: It's all right. What about you?

Sarah: Well, actually I am not working (not/ work) at the moment.

I am trying (try) to find a job but it's not easy.

But, I'm very busy. I am decorating (decorate) my flat.

Brian: Are you doing (you/ do) it alone?

Sarah: No, some friends of mine are helping (help) me.

**Exercise B)**

* Write your recent life using given phrases below.)

( read a book, play tennis, exercise, build a house, raise a dog, find a job,

learn Spanish, play the violin, save money, travel abroad, take video )

* You must use 'present continuous' tense.
* It isn't necessarily related to your real life.
* You need to make at least 3 sentences.

**Instructor’s Comments and Assessment**

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