**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| John Lee | 208 WD | 24/06/2020 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | Tomorrow I am going to the hospital.  |
| **Main Aim** | Students will learn about the present progressive for future arrangement. |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| P.C. (PPT), Worksheet, board marker,  |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | teens | **Number of Students** | 6 |
| **Detail** | Emerging Level, has basic communication skills but needs to develop academic language in English. These Korean students are hesitant to use academic language but is willing to try when given the right situations.  |
| **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’
* Students have learned present progressive
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “Tomorrow I am going to the hospital.” Students may think it is talking about present situation because of the word going. Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to use future (e.g. tomorrow) and present (e.g. going) word together. Instruct them to use both time lines in one sentence.
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 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 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
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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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 3 min | T-S | Show PPT 1&2“Hello class! Look at this picture. Tell me about them. Make a sentence.” (They are asking something to her.)Next slide (burger picture & “Tomorrow”)“What are they asking?” (Do you want to eat a burger tomorrow?)Next slide (“Tomorrow” & hospital picture)“What is she saying?” (Tomorrow I am going to the hospital.) |
| **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** |
| 5 sec2 min3 min2 min | TT-ST-ST-S | Board the model sentence (Tomorrow, I am going to the hospital.) **Meaning, C.C.Q** 1. Did the woman go to the hospital? (no)
2. Is the woman going to the hospital now? (no)
3. Is she planning to go to the hospital in the future? (yes)

Make sure to draw the time line.Use the time line during the CCQ by pointing the past, present, and future. Past\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Now\_x\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Future**Form** Show PPT 3. “She is talking about the future. Look at this sentence. Which word tells us this is about the future?” (Tomorrow)Show PPT 4.“Can we say, tomorrow I am go to the hospital?” (no)“Why?” (Because this sentence already have ‘be’ verb. Therefore, change the word go(verb) to going(present participle))“Can we say, tomorrow I went to the hospital?” (no)“Why?” (Because tomorrow is future and went is past, the time line does not match)“How do we make this into a negative sentence?” (Tomorrow, I am not going to the hospital.)How do we make this into a question sentence? (Are you going to the hospital tomorrow? Or Tomorrow, are you going to the hospital?) **Pronunciation, Drill** “Listen and repeat 3 times.” (Gesture for 3 times)Nominate 2 or 3 individually. Nominate students to do a questioner (Do you want to eat a burger tomorrow?) and replier (Tomorrow I am going to the hospital). “Which words are stressed?” (Tomorrow, going, hospital) Mark with a red pen.  |
| **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 sec3 min1 min2 min | TSS-ST-S | Hold up the worksheet. Do the exercise one only (point to exercise 1). Write your answer individually.”I.C.Q 1. Are we doing exercise 2 also? (no)
2. Is this for a group or individual? (individual)

Read the worksheet example aloud for the students. Hand out the worksheet.“You may start.” Give a gesture for students to start working on their independent practice, which is to give time to read questions and write their answers. **Pair check.**(Clap) “Okay, times up. Compare your answers with your partner.” **Feedback to check accuracy. Board correct answers visually.**The teacher will ask volunteers to answer the questions. Make sure to check other students who have the same or different answers. Encourage students to speak their answers.“Does anyone else have a different answer? Who agrees with this answer?” |
| **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** |
| 10 sec3 min1 min2 min | TSS-ST-S | “Let’s move on to exercise 2 (point to exercise 2). When you find the answers, write it down next to the question number individually.”Read the worksheet example aloud for the students. Hand out the worksheet.“You may start.” Give a gesture for students to start working on their independent practice, which is to give time to read questions and write their answers. **Pair check.**(Clap) “Okay, times up. Compare your answers with your partner.” **Feedback to check accuracy. Board correct answers visually.**The teacher will ask volunteers to answer the questions. Make sure to check other students who have the same or different answers. Encourage students to speak their answers.“Does anyone else have a different answer? Who agrees with this answer?” |
| **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 sec8 min | TS-S | “Talk to your partner about your plan. For example, are you doing anything tonight or tomorrow? Go.” Students discuss their future arrangements using the target language naturally. While they are discussing, write error sentences on the board.  |
| **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 min5 sec | T-ST | “Look at the board. Here are some sentences I heard. Tell me how to correct them.” ( Let students correct themselves )If they don’t know where to correct, then give them direction to correct.“It was challenging to learn about present progressive for future arrangement, but you guys did a great job!” Tomorrow, we will learn about Auxiliary verb: can, must, may, should.”“You are dismissed.”  |

**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** |  |  |