**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Grace Eunhye Oh | 215th WD | 2020/12/23 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Present progressive “I’m doing taekwondo these days.” |
| **Main Aim** | Students will learn the present progressive for actions happening around now. |
| **Secondary Aim** | Students will practice their speaking fluency with using present progressive appropriately. |

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| **Materials and References** |
| **Picture** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 | | **Number of Students** | 5 |
| **Detail** | | This is general English class and students are all Koreans. What they learned in the previous class is about the present progressive happening now. They are all active student, and accustomed to pair work/ group work. However, they still need to practice their speaking fluency. | | | |
| **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 use present progressive for actions that are happening now. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “I am doing Taekwondo these days”; Students may think it is happening right now, but they don’t have any ideas about present progressive to talk around now (currently happening). Make a clear visual context and C.C.Q.   now  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  past around now future   1. **Form:** Students may confuse how to use of the present progressive (sometimes called the present continuous) for actions that are or are not happening at the moment of speaking. Identify this use of the present progressive always has a form of be+ verb + –ing form. 2. **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. ”I’m doing taekwondo these days.” | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about present progressive is too much for students to handle in a short 25 minute lesson. This could lead to a lot of teacher talk. For this lesson I will manage this by selectively presenting progressive for actions that are happening at this time such as around 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 * 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 min | T-S | | **[Picture]**  **“Look at the board!**  **What do you guys see here?**  **Yes, a boy! Yes, a girl!**  **What are they doing?**  **Yes, they’re talking. There is some conversation going between boy and girl.**  **And guess what are they talking? They look so glad to meet on the street.**  **Boy: Hi!**  **Girl: Hello, what have you been up to?**  **Boy: Very good. (point to the picture of a boy doing taekwondo while showing a calendar, and mark the day he’s doing T/D)**  **I’m doing taekwondo these day.**  **Girl: wow! You look like you’re in good shape!”** | | |
| **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** | | |
| 30sec  30sec  2min  1min | T    T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **“I’m doing taekwondo these days” Highlight the grammar structure.**  **We call this present progressive=>temporary action in progress now!**  **as time expression, we can use… these days/nowadays/this month/this year…**  **(write on the board)**    **CCQ – ask questions, and use time lines or scales where appropriate.**   1. **“Is he doing taekwondo right now?” No** 2. **“Did he do taekwondo before now?” Yes** 3. **“Will he do taekwondo forever?” No**   **Form – clarify the affirmative, negative, and question form.**  **Highlight the grammar structure.**  **“Look at this sentence. I am doing taekwondo these days. He’s talking about progressive present that is happening at this time. That means it’s happening around now! (Pointing the time line!) we can say nowadays, these days, this month, this year…**  **(subject + be +verb (ing)+time expression)**  **always am, is, or are and the verb + -ing to form the present progressive with using these time expressions.**  **Can we say I’m do taekwondo these days? (No)**  **Can we say I doing am taekwondo these days? No**  **Why? Because be + verb + (ing)**  **How do we make this into a negative sentence? I’m not doing taekwondo these days.**  **How do we make this into a question sentence? Are you doing taekwondo these days?**  **Which word show he is doing around now? (these days)**  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “Everybody Listen and repeat 5 times: [model sentence.]” 2. Drill will energy and enthusiasm, using natural intonation and stress. 3. Make special pronunciation features visible on the board, using colour.   “Where is the sentence stress?” “I’m doing taekwondo these days.” | | |
| **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      2 min  1 min  1 min | T  S  S-S  T-S | | **Instructions. Hold up the worksheet, point to exercise A.**  **In Exercise A. you have to fill in the blacks to change the sentence to the new form.**  **Work individually and don’t turn over your worksheet.**  **ICQ**  **“Are you going to work individually? Yes**  **“Which exercise are you going to do first? Exercise A**  **“How much time do you have?” 2 min**  **Hand out the worksheet.**  **Students do a worksheet.**  **Pair check. “Check your answers with your partner.”**  **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** | | |
| 1 min  2 min    1 min  1 min | T  S  S-S  T-S | | **Instructions.**  **Look at your worksheet, exercise B. you have to write down true 4 sentences about the picture. It’s individual work. I will give you 2 min**  **ICQ:**  **How many sentences are you going to write? 4**  **Are you going to work individually? Yes**  **How many minute do you have? 2mins**  **Students do the worksheet.**  **Pair check.**  **Feedback to check accuracy. Board correct answers visually.**  **“Do you have any different answers?” Nominate students to check the answer. If any answer is wrong, Board correct answers visually. Is there any other 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 sec  5 min  1 min | T  S-S  T-S | | **Instructions.**  **Talk about something you guys are doing these days. For example, it could be something you started recently or you’re doing around now.**  **Students discuss using the target language. (Monitor)**  **“Talk to your partner.”**  **Feedback to check accuracy. Nominate someone to share their story.** | | |
| **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      20 sec  10 sec | T – S  T  T | | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  **“Look at the board. I heard someone said.... Tell me how to correct them.” (Students correct the wrong sentences.)**  **Today’s homework is something write about your family using present progressive that is happening around now. For example, you can write… my sister is eating a lot these days… my mom is taking painting class nowadays. Okay? Due is tomorrow.**  **Tomorrow, we will study more about present progressive, affirmative & negative statements.** | | |

**Instructor’s Comments and Assessment**

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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** |  |  |