**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Young Bin Lee | TESOL | 13/03/2021 | Grammar | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Present Progressive with these days/nowadays |
| **Main Aim** | Students will learn the present progressive. |
| **Secondary Aim** | Students will practice their speaking fluency. |

|  |
| --- |
| **Materials and References** |
| **Picture of people wearing mask and not wearing, worksheets, 3 set of pictures for less controlled practice.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 6 ~ 12 Years Old | | **Number of Students** | 1 |
| **Detail** | | The student(s) are fully familiar with general grammars, such as speech of the words, simple tense, progressive and perfect tense, some infinitives and etc. | | | |
| **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:** | | | | | |
| 1. **Meaning:** “If I had a million dollars; I’d buy a new car.” Students may think it is talking about a real situation in the past because of the word ‘had’. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use the if-clause e.g. ‘If I buy a new car I had a million dollars.’ Identify the two separate clauses being the if-clause and the result/consequence clause. Highlight the variable sentence structure.   E.g. I’d buy a new car if I had a million dollars.   1. **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. | | | | | |
| **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 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 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 | | | | | |
| **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: Pictures of people wearing mask and not wearing.** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min | T-S | | **Try to elicit the model sentence with clear situation.**  Hi. I have something to tell you. I brought two pictures today. I found this picture from my house; it looks like I took this last year or even before. And I took this picture recently around this year. Can you tell me about these two pictures?  (They are not wearing mask, but in another picture, they are wearing a mask.)  Yes, you are right. Before, you didn’t have to wear a mask. However, it is must to wear mask now. How can you describe this situation? (They are wearing mask nowadays.) | | |
| **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:** N/A | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  1 min  30 sec  1 min  30 sec  1 min  30 sec  1 min  30 sec  30 sec | T  T-S  T-S  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  It is must to wear a mask nowadays.  These days, people are staying home.  **CCQ – ask questions, and use time lines or scales where appropriate.**   1. **Did people wear masks before? (pointing the past point on the time line.)**   **No, they didn’t.**   1. **Are they wearing mask here? (pointing the present point on the time line.)**   **Yes, they are.**   1. **Did wearing mask become important since last year until now?**   **Yes. It did.**   1. **Is wearing mask continuing to happen?**   **Yes, it is.**  **Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**  **It is must to wear a mask nowadays.**   1. **Where is the subject in this sentence? Be verb? Verb? (it) (is) (mask)** 2. **What type of word is must? (modal verb)** 3. **What type of word is mask? (noun)** 4. **What word comes after noun? (nowadays)** 5. **Can I say ‘Nowadays, it is must to wear a mask nowadays.’ (yes)**   **CCQ – ask questions, and use time lines or scales where appropriate.**   1. **Is it dangerous to go out?**   **Yes, it is.**   1. **Do people still enjoy going out with many people?**   **No, they don’t really go out these days.**   1. **Is the virus still with us?**   **Yes, it is still continuing these days.**  **These days, people are staying home.**   1. **Where is the subject in this sentence? Be verb? Verb? (it) (is) (mask)** 2. **What type of word is must? (modal verb)** 3. **What type of word is mask? (noun)** 4. **What word comes before subject? (these days)** 5. **Can I say ‘It is must to wear a mask these days?’? (yes)**   **Summarize briefly about how to use nowadays and these days in a sentence.**  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**  It is must to wear a mask nowadays.  These days, it is must to wear a mask.   1. Say and gesture “Listen and repeat: [It is must to wear a mask.]” 2. Drill will energy and enthusiasm, using natural intonation and stress. 3. Make special pronunciation features visible on the board, using colors.   Where is the stress? How does intonation work here? | | |
| **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 A** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3 min  30 sec  30 sec | T  S  S – S  T - S | | **Instructions.**  Okay, let’s do some activities. Please arrange the words to make correct sentences. Write down your answers below the questions. You have 3 minutes to answer.  **ICQ.**  Where will you write your answers? (below)  How much time do you have? (3)  **Hand out.**  You may start now.  **Students do a worksheet. (Worksheets should be properly designed. See examples in a course book. Also, don’t do too many questions; 5 is probably enough. Please vary the questions so students work with the complete form.)**  **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 timeline to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | | | | |
| **Materials: Worksheet B** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3 min  30 sec  30 sec | T | | **Instructions.**  Please write your own sentences using nowadays or these days that will match the pictures above. Write your answers below the pictures. You have another 3 minutes to answer.  **ICQ.**  Where will you write your answers? (below)  How much time do you have? (3)  **Hand out.**  You may start now.  **Students do a worksheet. (Worksheets should be properly designed. See examples in a course book. Also, don’t do too many questions; 5 is probably enough. Please vary the questions so students work with the complete form.)**  **Pair check.**  **Feedback to check accuracy. Board correct answers visually.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials: N/A** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S | | **Instructions.**  Talk to your partner about this topic. (Write down “Everything is different nowadays.” As a topic). Feel free to talk to your partner.  **Students do a productive task which requires natural communication. For example, if the grammar taught in this lesson was about the present simple to talk about general truths or facts, then getting students to talk about general truths and facts would be suitable. E.g. Talk to your partner about the weather in your country. [It rains in summer, and it’s hot. Winter is cold….etc.]** | | |
| **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  30 sec | T – S  T | | **Offer delayed corrections to the previous stage.**  “Look at the board. Here are some sentences I heard. Let’s correct them together!  Give them a praise. (I also heard that you were able to use the word nowadays in your sentence well. Good job!)  **Inform students about the topic for the next lesson, and homework.**  Our next topic will be present perfect. Search some examples and tell me in the next class.  Thank you for today and see you in the next lecture. | | |

**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** |  |  |