**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Banhyo Jeong | TESOL 220WK | 15/05/2021 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Present progressive to talk about future plans |
| **Main Aim** | Students will learn Present progressive to talk about future plans |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Computer monitor, White board and Pen, Worksheet** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 6 ~ 12 Years Old | | **Number of Students** | 4 |
| **Detail** | | The student(s) are familiar with general grammars, such as tense, present progressive and basic words. | | | |
| **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:** “He is studying at 7 o’clock” Students may think of this sentence as present progressive.   By taking time as an example, it tells us that it is the future.   1. **Form:** Students may confuse the difference from the present progressive tense that they have previously learned.   By showing a variety of examples, students will be able to see the differences by themselves.   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:** | | | | | |
| Grammar lessons can be boring. Give students a variety of examples and assignments so they can participate in a fun and active way. | | | | | |
| **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 * Effective time management. | | | | | |
| **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:** Computer monitor | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min | T-S | | “Hello everyone. Look at the monitor and see the first picture. **(Show PPT1)**  What is this boy doing now? (He's doing his homework.)  And What time is it? (It’s seven o’clock)  Let's see another picture. **(Show PPT2)**  What is he doing at 5 o’clock? (He is dancing.)  And What is he going to do at 7 o'clock? (He will do homework.)  Good. | | |
| **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:** Computer monitor, White board and Pen | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  1 min  30 sec  1 min  1 min  1 min  2 min | T  T-S  T-S  T-S  T-S  T-S | | **Show the model sentence (if students are unable to tell you, just Show it).**  **‘He is studying at 7 o’clock.’**  **CCQ – ask questions, and use time lines or scales where appropriate.**  ‘Let's say the current time is 5 o'clock.’   1. Did he know that he'll do his homework at 7? (Yes, he did)   2) This sentence represents the future. Did we use the present progressive or the future tense? (Present progressive)  3) What's the word for the future point in this sentence? (7 o’clock)  **Form – clarify the affirmative, negative, question form, or other special features.**  **Let's look at this sentence again.**   1. Where is the subject in this sentence? (He) 2. Which is the verb in this sentence? (be+ing) 3. What form of the word came after the verb? (adverb) 4. Without adverbs of time, would the meaning be different?   (Students response)  **Let's look at this sentence again.**  **‘She is leaving in two weeks’ (PPT3)**   1. Where is the subject in this sentence? (She) 2. Which is the verb in this sentence? (be+leaving) 3. What form of the word came after the verb? (adverb) 4. Does the meaning change when the adverbs for time disappear?   How is it different? (Students response)  We usually use the present progressive when the plan is an arrangement – already confirmed with at least one other person and we know the time and place.  By using temporal adverbs (in two weeks, next year, tomorrow) the actions can be placed in the future. Without the temporal adverbs, we assume these actions are occurring at this moment  What verbs do you need to make the present progressive tense? (be verb)  Using present continuous, is it possible to represent the future? (Yes)  when making the present continuous tense, Can other verbs come instead of be-verb? (No)  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**  “Listen and repeat” **(Read the first sentence and students response)**  “Which words are stressed?” **(Mark the stress with a red marker)**  “Listen and repeat 3 times” **(Read and conduct the drill chorally 3 times with gestures)**  **(Nominate for individual drilling)**  **(Read the second sentence and conduct the drill chorally 3 times with gestures)**  **(Nominate for individual drilling)**  **(Read the third sentence and conduct the drill chorally 3times with gestures)**  **(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:** White board and Pen, Worksheet | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  1 min  1 min  30sec | T  S  S – S  T - S | | **Instructions.**  (Hand out the worksheet)  Look at the front page. Do the first page exercise A and B.  Do not look at the back page. I will give you 2 min.  **I.C.Q**  How much time do you have? (2 min)  Is it okay to look at the back page? (No)  **Students do a worksheet.**  **Pair check.** Check each other's answers.  **Feedback to check accuracy. Ask students to say the answer they wrote (if it is wrong then board the 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:** White board and Pen, Worksheet | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  1 min  1 min  30sec | T  S  S-S  T-S | | **Instructions**  Turn over your worksheet and do exercise C.  I will give you 2 min.  **I.C.Q**  How much time do you have? (2 min)  **Students to a worksheet**  **Pair check** Check each other's answers.  **Why don’t we share two sentences of your answers?**  **Let’s start. (Take time to share each other's answers.)** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** Computer monitor, White board and Pen | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  4 min | T  S-S | | **Instructions.**  Today we learned how to represent the future through the present progressive tense. Let's talk about what to do next week using ‘will’ and ‘present progressive’  For example, It’s my plan. **(Show PPT4)** Talk to your partner I will give you 4 min.  **Students talk to their partner using the target language naturally.** | | |
| **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 and Pen | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  30sec  15 sec  15 sec | T – S  T  T | | **Offer delayed corrections to the previous stage.**  **(Look at the board. Here are some sentences I heard. Tell me how to correct them.)**  **Inform students about the topic for the next lesson.**  Everyone did a good job today. Next class, we will learn Future perfect progress tense.  **Set homework.** No homework Today. See you next week. | | |
| **Worksheet: Present progressive to talk about future plans**  **<Exercise A>**  **Combine the following words to form a sentence that represents the future.**  Q1. are / a / picnic / Friday / we / having / this    A  Q2. Visiting / are / Beginning / July / of / London / at / the / we  A  **<Exercise B>**  **Choose the right answer**  Q1) David \_\_\_ to New York for his next holiday. He has already booked a show on Broadway.   1. Will travel b) is traveling C) traveled   Q2) Nancy \_\_ a party for her birthday. She has already invited over fifty people.   1. Is having b) have c) will have   Q3) **I didn't know they’ve opened a new cafe in town. \_\_\_ when I’m there this afternoon.**   1. I am checking it out b) I’ll check it out c) I am going to check it out   **Worksheet: Present progressive to talk about future plans**  **<Exercise C>**  **Make a plan and express the determined future using the present continuous tense. Make five sentences.**  ■ You have a five days’ holiday next summer.  What are you going to do next holiday?  **EX)**            **Worksheet: Present progressive to talk about future plans (Answer Sheet)**  **<Exercise A>**  **Combine the following words to form a sentence that represents the future.**  Q1. are / a / picnic / Friday / we / having / this     1. **We are having a picnic this Friday,**   Q2. Visiting / are / Beginning / July / of / London / at / the / we   1. **We are visiting London at the beginning of July.**   **<Exercise B>**  **Choose the right answer**  Q1) David \_\_\_ to New York for his next holiday. He has already booked a show on Broadway.   1. Will travel **b) is traveling** C) traveled   Q2) Nancy \_\_ a party for her birthday. She has already invited over fifty people.   1. **Is having** b) have c) will have   Q3) **I didn't know they’ve opened a new cafe in town. \_\_\_ when I’m there this afternoon.**   1. I am checking it out **b) I’ll check it out** c) I am going to check it out   **Worksheet: Present progressive to talk about future plans (Answer Sheet)**  **<Exercise C>**  **Make a plan and express the determined future using the present continuous tense. Make five sentences.**  ■ You have a five days’ holiday next summer.  What are you going to do next holiday?  **EX)**     1. **I am going to India next Summer Holiday.** 2. **I am having a party with my Indian friends next summer holiday.** 3. **I am eating delicious Indian curry next summer holiday.** 4. **I am swimming in a beautiful huge lake next summer holiday.** 5. **I am staying my Indian friend’s house next summer holiday.** | | | | | |

**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** |  |  |