**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seri Park | 221th WD | 06/02/2021 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Present Progressive – annoying habits |
| **Main Aim** | Students will learn ‘present progressive’ tense to talk about annoying habits. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| Board, markers, visual pics and worksheets |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Children (6 – 12 years old) | | **Number of Students** | 5 |
| **Detail** | | Students are children between the 6 to 12 ages. The students are all Koreans, and motivated to learn English. | | | |
| **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 ‘is not’ * Students have learned about the adverb | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. Meaning: “He is always losing his wallet” students are aware of present progressive to talk right now, but they might not know well about present progressive to talk about annoying habits frequently happening. 2. Form: Students may confuse how to use of the present progressive (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. 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. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about the present progressive tense is too much for students to handle in a short 25 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 present progressive tense. 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** | | |
| 1 min | T-S | | Hello, everyone.  Do you have any bad habit you do often?  Look at the picture. What do you see? Does he drop a wallet on the street? (Yes)  Make a sentence. (He is always losing his wallet.) | | |
| **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** | | |
| 30 sec  2 min  3 min  1 min | T  T-S  T-S  T-S | | **Board the model sentences.** (if students are unable to tell you, just board it with a black marker.)  **He is always losing his wallet.**  **CCQ**  **Time line:**  **Now**  **~~~~~~~~~**  **Past Action begun Future**  Did he always lose his wallet.? (Yes)  Is he going to lose his wallet again? (Yes)  **Form**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Subject** | **Be-verb** | **Adverb** | **Verb-ing** | **Pronoun** | **Object** | | He | is | always | losing | his | wallet | |  | Isn’t |  |  |  |  |   Is it fine to say “He is always losing his wallet”? (Yes)  How do we make into negative sentences? (Simply add isn’t after subject.)  How do we make this a question? (Start with helping verb or question word, then subject and then remaining part of whole sentence.)  **Drill**  Listen. He is always losing his wallet.  Which words are stressed? (losing, always) (Mark it with a red marker.)  Which words are unstressed? (He, is, his wallet)  Look at me.  Listen and repeat 3 times. Conduct the drill chorally 3 times 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:** 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.  Exercise A says to change the verb into new form. (use always + present continuous)  For example: You\_\_\_ \_\_\_\_\_wear my clothes. In this sentence, change the verb “wear” in the new form by using ‘always’. Answer is “are always wearing”.  You have 2 minutes.  Hand out the worksheets.  **I.C.Q.**  Do you need to do exercise A or B for this time? (exercise A)  Please, start. (Gesture)  **Individual work**  Students do worksheet exercise A.  T – monitors from a distance.  Say times up when the time is up.  **Pair check**  Pair the students.  Check your answers with your partners.  You have 1 minute to check.  You may start. (Gesture)  S – check their answers with their partner.  T – monitors from a distance.  **Feedback to check accuracy**  Nominate the students to give an answer for 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** | | |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | | **Instructions**  Turn over your worksheet to exercise B.  Exercise B says make 3 true sentences about the picture.  You have 2 min.  **I.C.Q**  How many minutes do you have? (2 min.)  T – you may start. (Gesture)  **Students do the worksheet exercise B**  T – monitors from a distance.  Say times up, when the time is up.  **Pair check**  Compare your answers with your group members.  **Feedback to check accuracy.**  Nominate the students to give an answer for the questions. | | |
| **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  2 min | T  S-S  T-S | | **Instructions**  T - Talk to your group about annoying habit that you have and what makes you annoyed? (Gesture)  For example, you can talk about things you do often and you can share which reasons are making you annoy.  Students discuss their annoying habit in a present progressive tense. Using the target language naturally.  **Feedback**  Could you share? | | |
| **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  5 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.**  **Set homework**  There is no homework.  **Inform students about the topic for the next lesson.**  You all did great jobs!  Tomorrow, we will learn “past perfect” tense. Thank you. | | |

**Worksheet - Present Progressive for annoying habits**

**Exercise A**

Make the sentences to express annoying habits as in the example.

Use **always + Present Progressive.**

**Example:** You / wear my clothes.

**Answer:** You **are always wearing** my clothes.

1. He / leave dirty plates on the table.

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1. You / make the same mistake.

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1. She / take my pencil.

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1. Jay / lose his keys.

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1. Cindy / complain about her class.

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**Exercise B**

Write 3 true sentences about the picture. Use present progressive to express annoying habits as in the example.

Example: She is always oversleeping.



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Answer sheets

Exercise A

1. He is always leaving dirty plates on the table.
2. You are always making the same mistake.
3. She is always taking my laptop.
4. Jay is always losing his keys.
5. Cindy is always complaining about her class.

Exercise B

1. He is forever/always using his phone late night.
2. She is always getting up late.
3. My husband/he is snoring very loud daily.

**Instructor’s Comments and Assessment**

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