**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Cathryn | 221 WD | 2021.06.02 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | She is going to Lotte World this weekend. |
| **Main Aim** | Students will learn the present progressive - definite future plan. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| **Board and colored markers, Lotte World picture, worksheets, answer sheets** |

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| **Student Profile** | | | |
| **Level** | Lower Intermediate | | |
| **Age** | 6-12 years old | **Number of Students** | 5 |
| **Detail** | Students are all native Korean. Everyone is motivated to learn English.  A few students have lived abroad and have the local accent. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| * Students know the vocabulary used in this lesson * Students know how to make the negative form using ‘not’. * Students know how to make question form using 5W 1H. | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | |
| * Students may confuse the target language with “be going to ing”. Refer to the context which show that the ing in the target language means that we are actually doing that action. (The girl actually “goes” to Lotte World.) | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | |
| The new language points below are too much for students to handle in a short 25 minute lesson.   * stative verbs cannot be used as present progressive tense * “When” could come in front of the sentence for emphasizing.   For this lesson I will manage this by selectively presenting only a few new concepts about present progressive – definite future plans. 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 relax during the class. For this, go through the teacher talk and movements at the board before starting the class. | | | |

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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:** Lotte world picture, board and colored markers, eraser. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T-S | **BEFORE CLASS: Draw a girl holding three tickets.**  Hello everyone. Look at this girl. Tell me about her. Make a sentence. Just call it out.  (She has a ticket)  **Draw a thought bubble. Inside the bubble, stick Lotte world picture. Gesture the picture.** (She is going to the Lotte World, The ticket is for Lotte world)  **Write ‘this weekend…’ with RED pen.**  **Point the girl, Lotte world, ‘this weekend’ for the students to make a model sentence.**  (*She is going to Lotte World this weekend.*) |

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| **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:** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  30 sec  2 min  2 min | T  T-S  T-S  T-S | **Board the sentence as the students call out right. (if students are unable to tell me, just board it).**  **CCQ**  \_\_\_\_\_\_\_\_\_\_\_\_now\_\_\_\_\_\_\_\_\_\_   1. Does she visit Lotte World in the future? (Yes)   \_\_\_\_\_\_\_\_\_\_\_\_now\_\_\_\_\_\_\_\_\_\_future   1. Exactly when does she visit Lotte World? (This weekend)   \_\_\_\_\_\_\_\_\_\_\_\_now\_\_\_\_\_\_\_\_\_\_x(this weekend)\_\_\_\_\_\_future   1. Did the girl plan this event before NOW? (Yes) 2. Is she pretty sure that she will visit Lotte World this weekend? (Yes)   **Form**   1. Draw lines : She / is / going / to Lotte World / this weekend.   What is this in the sentence?  **Point at “She”**. (Subject)  **Point at “is”**. (Verb)  **Write ing above “going”.**  **Write where, when(RED) above each places.**   * S – Verb – ing – where – when(**RED**)  1. Can we say, “She goes to Lotte World this weekend”? (No) 2. How do we make negative form? (She is not going to ~~)   Can you make question form? (Is she going to ~~ ? ) => **Write on board.**  What’s the answer? (Yes, she is.)  Can you make another question form using WHEN? (When is she going to ~~ ?) => **Write on board.**  What’s the answer? (this weekend)   1. Does “ing” normally mean future plans? (No)   So how could we know that she is thinking about the future? (“this weekend”)  Good! You **MUST** include **future time word** in the sentence.  **Drill**  Listen.  *She is going to Lotte World this weekend.*  Where’s the stress? (Where, who, when)  **Mark the stress using colour.(Green)**  Everyone, don’t look the board! Look at me. Repeat after me.  *She is going to Lotte World this weekend.*  **Drill chorally 3 times with gestures. Nominate for individual drilling.**  *Is she going to Lotte World this weekend?*  **Drill chorally 3 times with gestures. Nominate for individual drilling.**  *When is she going to Lotte World?*  **Drill chorally 3 times with gestures. Nominate for individual drilling.**  Good job. |
| **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(exercise A), Answer sheet(exercise A), board and marker, eraser. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  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 fill in the gaps with right form.  Work individually to fill in the gaps. Don’t turn to exercise B in the next page.  **ICQ.**  Are you going to work with your partners?  **Hand out.**  **Students do exercise A.**  **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 timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | |
| **Materials:** Worksheet(exercise B), Answer sheet(exercise B), board and marker, eraser. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions.**  Turn over your worksheet. Exercise B says make true sentences about each day.  The last question is to make the sentence in question form.  **Students do exercise B.**  **Pair check.**  **Feedback to check accuracy. Ask each team to answer each day.** |

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| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | |
| **Materials:** None. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  5 min  1 min | T  S-S  T-S | **Instructions.**  Talk to your group about your plans for this weekend. What are you doing this weekend?  Students discuss their plans using the target language naturally.  **Monitor errors in distance.**  **Feedback. Share what they’ve taught about.** |
| **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:** None. | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  1 min | T–S  T | **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Lesson feedback. Tell the class that they did well on classes today.**  **Inform students about the topic for the next lesson : another use of present progressive.** |

**Lotte World picture**



**Worksheet: She is going to Lotte World this weekend**

**Exercise A**

Complete the gaps.

Example: I *am going* (go) to the cinema on Friday.

1. We (fly) to Paris on Tuesday evening.

2. No, I (go out) on Saturday. I’m staying at home.

3. Tim (play) football at half past six tomorrow.

4. (they / have) a meeting on Thursday? Yes, they .

5. (Sue / go) on holidays in July? No, she .

6. My math teacher (get) married next week.

7. They (book) the room next Monday.

8. I (have) supper with Edd tomorrow.

**Worksheet: She is going to Lotte World this weekend**

**Exercise B**

Look at Sue’s diary and write true sentences about each day.

**Sue’s Diary:**

|  |  |
| --- | --- |
| **Monday** | see dentist 9 a.m. |
| **Tuesday** | meet Jane at McDonald’s 7 p.m. |
| **Wednesday** | ~~buy gift for dad 2 p.m.~~ |
| **Thursday** | revise English test with Terry 4 p.m. |
| **Friday** | go to the movies at 7 p.m. |

Example:

Monday: *I am seeing the dentist on Monday morning.*

1. Tuesday:
2. Wednesday:
3. Thursday:
4. Friday:

(question form 1)

(answer)

(question form 2: use “When”)

(answer)

**Answer sheet: She is going to Lotte World this weekend**

**Exercise A**

Complete the gaps.

Example: I *am going* (go) to the cinema on Friday.

1. We are flying (fly) to Paris on Tuesday evening.

2. No, I am not going out (go out) on Saturday. I’m staying at home.

3. Tim is playing (play) football at half past six tomorrow.

4. Are they having (they / have) a meeting on Thursday? Yes, they are .

5. Is Sue going (Sue / go) on holidays in July? No, she is not .

6. My math teacher is getting (get) married next week.

7. They are booking (book) the room next Monday.

8. I am having (have) supper with Edd tomorrow.

**Answer sheet: She is going to Lotte World this weekend**

**Exercise B**

Look at Sue’s diary and write true sentences about each day.

**Sue’s Diary:**

|  |  |
| --- | --- |
| **Monday** | see dentist 9 a.m. |
| **Tuesday** | meet Jane at McDonald’s 7 p.m. |
| **Wednesday** | ~~buy gift for dad 2 p.m.~~ |
| **Thursday** | revise English test with Terry 4 p.m. |
| **Friday** | go to the movies at 7 p.m. |

Example:

Monday: *Sue is seeing the dentist on Monday morning.*

1. Tuesday: Sue is meeting Jane at McDonald’s at 7 p.m.
2. Wednesday: Sue is not buying gift for dad at 2 p.m.
3. Thursday: Sue is revising English test with Terry at 4 p.m.
4. Friday:

(question form 1) Is Sue going to the movies at 7 p.m.?

(answer) Yes, she is.

(question form 2: use “When”) When is Sue going to the movies?

(answer) At 7 p.m.

**Instructor’s Comments and Assessment**

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