**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Ha Young | 222 WK | July 10, 2021 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | General truth/facts |
| **Main Aim** | Students will learn how to use zero conditional. |
| **Secondary Aim** | Students will practice their speaking fluency using zero conditional. |

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|  **Materials and References**  |
| **Board, marker, worksheet, PPT, screen** |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 12 years old | **Number of Students** | 3 |
| **Detail** | This is a general English class. Students are highly motivated to learn English. They are accustomed to working in a group and enjoy each other’s company. They are not intimidated by grammar terms since they use them frequently during the grammar lesson.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the vocabulary used in this lesson
* Students know how to use simple present simple.
* Students know about third-person singular forms of verbs
* Students know how to negate a positive sentence
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “If you mix pink and blue, you get purple” Students might have difficulty understanding whether this statement is true or not. Therefore, I should make my C.C.Q very clear so that students understand we use zero conditional for general truth or facts.
2. **Form:** Students may confuse how to use the if-clause e.g. “If you mix pink and blue, you get purple” Identify the two separate clauses being the if-clause and the result/consequence clause. Highlight the variable sentence structure.

E.g. “You get purple if you mix pink and blue.” 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.
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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| Zero conditional can be used to show facts, habits, rules, instructions. There isn’t enough time to show all the usages of the zero condition in a short 25 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. Therefore, I will manage this by selectively presenting one main usage of the zero conditional: facts/general truth. There could be questions from the students during the class about the comprehensive usage of zero conditionals. 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 * Elicit the model sentence using situational context
* become an involver type teacher
* minimize unnecessary Teacher Talking Time (TTT) & give more chances for students to talk
* manage time within 25 minutes
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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: Board, marker, screen** |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T-S | **Show picture on the screen to create a clear and understandable situation related to the zero conditional. Try to elicit the model sentence (a sentence that contains the target language) from students.**  |
| **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:** Board, marker, screen |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec30 sec5 min1min  | TT-ST-ST-S | **Board the model sentence (if students are unable to tell you, just board it).*** **Model sentence: If/when you mix red and blue, you get purple.**

Try to elicit ‘when’ and ‘if’ clause during the lead-in40 Practically Useful Color Mixing Charts - Bored Art | Color mixing chart, Mixing  paint colors, Paint color chart**CCQ – ask questions with picture on the screen**1. If you mix red and blue, do you always get purple? (Yes)
2. Is there any chance you would get orange? (No)
3. Would you get purple if you mix yellow and red? (No)
4. Then can we say this statement (if you mix red and blue, you get purple) is true and will always happen? (Yes)

**Form – structure, order, the use of present simple tenses**1. Introduce if-clause/ result clause using PPT
2. Switch the order of if/result clauses -> meaning does not change

*<turn off the screen- focus on the board>*1. Constructing zero conditional sentences.

Emphasis on the use of **present simple tenses***If +present simple, +present simple.** If I mix red and blue, I get purple

*<turn on the screen- make similar sentences using the picture>*1. Introduce the interchangeable use of ‘when’

**Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Ask students for the sentence stress and intonation after letting them listen to the model sentence.
2. Mark sentence stress visible on the board, using color
3. Say and gesture “Listen and repeat: If you mix red and blue, you get purple.”
4. Drill will energy and enthusiasm, using natural intonation and stress.
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| **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, board, marker** |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec1 min30 sec1 min | TSS – ST-S | **Instructions. Hold up the worksheet, point to exercise A.**T: Here is a worksheet. You will work on exercise A by yourself. **ICQ.**1. Which exercise are you working on right now? (Exercise A)
2. Are we working alone or as a group? (Alone)

**Students do a worksheet individually. T monitors.****Group 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, board, marker** |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min1 min | TSS – ST-S | **Instructions. Hold up the worksheet, point to exercise B.**T: Here is a worksheet. You will work on exercise B by yourself. **ICQ.**1. Which exercise are you working on right now? (Exercise A)
2. Are we working alone or as a group? (Alone)

**Students do a worksheet individually. T monitors.****Group 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**: |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec5 min | TS-S | **Instruction.** With your group members, talk about the following topics:When do you feel happy?What are some things you do when you are happy?**[Back-up question]** When do you feel angry? Is there anything you do to calm down?**Students have discussion in a group.** |
| **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 min30 sec5 sec | T – STT | **Offer delayed corrections to the previous stage.*** **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**

**Assign homework.**T: You will write a short paragraph about the following topic. **Topic:** When do you feel angry? What are some things you do when you are angry?**Inform students about the topic for the next lesson.****T:** We will learn about first conditional next class. Good job everyone! |

**PPT 1**



**Worksheet**

**Exercise A:**

*Complete the blank with given words.*

*Use the zero conditional.*

*Example:*

*I go to doctor \_\_\_\_\_if I don’t feel\_\_\_\_ (I / not feel) well.*

1. *The river freezes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (it/ be) cold.*
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( you / drop) the ball, it falls.*
3. *Plants die \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(they / not get) enough water.*
4. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(my little sister / be) hungry, she always cries.*
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (he / put) ice in the sun, it melts.*

**Worksheet**

**Exercise B:**

*Complete the rest of the sentence.*

1. *When I have a headache, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
2. *When you play video games for 10 hours, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
3. *If you wear a jacket in a hot summer day, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
4. *If you hit a policeman, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
5. *When Sarah eats too much candy, \_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**Worksheet (answers)**

**Exercise A:**

*Complete the blank with given words.*

*Use the zero conditional.*

*Example:*

*I go to doctor if I don’t feel (I / not feel) well.*

1. *The river freezes if/when it is (it/ be) cold.*
2. *If/when you drop ( you / drop) the ball, it falls.*
3. *Plants die if/when they do not get (they / not get) enough water.*
4. *If/when my sister is (my little sister / be) hungry, she always cries.*
5. *If/when he puts (he / put) ice in the sun, it melts.*

**Worksheet (answers)**

**Exercise B:**

*Complete the rest of the sentence.*

1. *When I have a stomachache, I go to the doctor.*
2. *When you play video games for 10 hours, your eyes get tired.*
3. *If you wear a jacket in a hot summer day, you sweat.*
4. *If you hit a policeman, you go to jail.*
5. *When Sarah eats too much candy, she gets sick.*

**Instructor’s Comments and Assessment**

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|  **Pros** |
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|  **Cons**  |
|  |
|  **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** |  |  |