**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jihyeon Im | 223th WD | 04 / 08 / 2021 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | Zero Conditional |
| **Main Aim** | Students will learn the ‘zero conditional’ |
| **Secondary Aim** | Students will practice their speaking fluency |

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|  **Materials and References**  |
| Board; Board pens; Worksheets; Pens; PPT; Computer with a screen |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | Adults | **Number of Students** | 3 |
| **Detail** | Students can make simple sentences, but still need to understand a lot more vocabulary. However, since it is made up of adults, they will be able to understand the class comparatively easily. |
| **Assumptions about students’ knowledge as required for this lesson** |
| Students can make simple sentences, but don’t know well how to make the ‘if’ conditional sentences. |
| **What language difficulties to expect when presenting, and how to deal with it** |
| 1. **Meaning:** Students may only understand the concept of ‘condition’ and ‘result’ in the conditional sentence
* Give a clear explanation about the concept of ‘zero conditional’ and make C.C.Q
1. **Form:** Students may confuse how to use the if-clause
* Mainly explain using ‘when-clause’ instead and also try to help students understand ‘if-clause’
1. **Pronunciation:** Students may not know where to put natural sentence stress
* Drill for pronunciation practice and board to highlight the stress
 |
| **Anticipated Classroom Management Difficulties and their Solutions:** |
| 1. Some students may take longer time to understand how to do a lesson activity

🡪 Give a clear instruction and try to make sure if everyone understands it or not1. Not all students can hear the teacher’s voice clearly or see the board well 🡪 Rearrange seats
2. Computer/Screen malfunction 🡪 Use the printed paper
 |
|  **My Personal Aim**  |
| What I aim to demonstrate is the ability to write out a complete, practical lesson plan. |
| **Stage Name:** Lead-in**Purpose of this stage:** 1. To make students talk themselves more freely and improve the confidence to interact with a teacher and other students
2. To introduce the topic
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| **Materials:** Board; Board pens |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T-S | Organize seating arrangements so everyone can see the board well.**Mime or draw a picture on the board, which elicit the language using the ‘zero conditional’ rule.***Hello everyone! Tell a sentence after watching what I am doing.* *(when you push the cup, the cup falls)*Draw a picture on the board, which shows ice is melting under the sun.*(when ice is under the sun, it melts)* |

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| **Stage Name:** Presentation**Purpose of this stage:** 1. To present the language in a meaningful context
2. To help students know some relevant vocabularies and/or grammar
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| **Materials:** Board; Board pens |
| **Timings** | **Interactions** | **Procedure** |
| 20 sec30 sec4 min1 min | TT-ST-ST-S | **Board the model sentence. (*when ice is under the sun, it melts*)****CCQ** 1. Is it talking about a situation which is always true? ------- (Yes)
2. Is it possible ice does not melt under the sun? --------------(No)

**Form – clarify the affirmative, negative, question. Substitution tables may be of use.**1. Identify sentence / clause structure

*“Zero conditional sentence is basically structured like this.* *'when or if' plus condition should come first. then, result comes after”*1. Highlight the grammar structure

*“Condition and result should be ‘present simple’ form”*1. Make other example sentences

1. Make other forms of sentences – negative, question

*“You can put ‘not’ after verb for the negative form. And, to make a question form, do/does should come first. Result comes after. When/if-clause comes after the result”***Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Say and gesture

*“Listen and repeat five times. when ice is under the sun, it melts”*1. Drill using natural intonation and stress
2. Make special pronunciation features visible on the board, using colour.

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| **Stage Name:** Controlled Practice**Purpose of this stage:** 1. To make sure students understand correctly about the form
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| **Materials:** Worksheets; Pens |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min | TST-S | **Give a clear instruction. Hand out worksheet A.***Now, we are going to do worksheet ‘A’* *You need to answer for the worksheet ‘A’**Worksheet ‘A’ only! You have two minutes to answer for it.***I.C.Q. –** *which worksheet should we answer? ----------- (worksheet A)***Students answer for the worksheet A.****Students take turns telling the answers.** **Teacher corrects any wrong answer. Feedback if necessary.**  |

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| **Stage Name:** Less Controlled Practice**Purpose of this stage:** 1. To make sure students understand correctly about the meaning
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| **Materials:** Worksheets; Pens |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec3 min2 min | TST-S | **Give a clear instruction. Hand out worksheet B.***This time, you need to answer for the worksheet ‘B’**I will give you few minutes to answer.* **I.C.Q.** *– Which worksheet should we answer this time? - (Worksheet B)***Students answer for the worksheet B.****Students take turns telling the answers.** **Teacher corrects any wrong answer. Feedback if necessary.**  |

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| **Stage Name:** Production – Freer Practice**Purpose of this stage:** 1. To help students use the grammar fluently as possible
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| **Materials: PPT** |
| **Timings** | **Interactions** | **Procedure** |
| 1 min5 min1 min | TS-ST-S | **Give a clear instruction. Hand out worksheet C.***Look at the screen. Now, you need to describe the pictures using zero conditional.*  *Here are three of you. when person A say ‘if ice is under the sun”, person B will say “it melts”. Then, person B continue to talk to person C “if we eat unhealthy food”. And, person C answer for it. These processes will be repeated for some minutes. Let’s start from Student A.* Students do the activity together. Teacher monitor in a distance.Feedback if necessary. |

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| **Stage Name:** Wrap-up**Purpose of this stage:**1. To help students reconsider what they have learned
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| **Materials:** - |
| **Timings** | **Interactions** | **Procedure** |
| 1 min10 sec | T – ST | **Tell the students what they did. If necessary, offer delayed corrections to the previous stage.****Set homework.** |

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

**Worksheet A**

**Q1. Put ‘when/if’ in a right place.**

* + \_\_\_\_\_\_\_ people eat too much, \_\_\_\_\_\_ they get fat
	+ \_\_\_\_\_\_ you mix hydrogen and oxygen, \_\_\_\_\_\_\_ you get water

**Q2. Read the sentences and choose the correct form**

* + If it \_\_\_\_\_\_ cold, I put on a coat

 (1) was (2) will (3) is

* + If you \_\_\_\_\_ your homework, your teacher gets very angry

 (1) will not do (2) don’t do (3) did

**Q3. Change the sentence into the question form**

* + If there is no air, wood doesn't burn

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**Worksheet B**

**Q1. Fill in the blanks**

* + When I have long hair, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ If it rains, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ If we drink too much, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q2. Write answers for the questions using the zero conditional**

* + What happens if you eat unhealthy food?

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* + what happens if you don't charge your phone?

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**Pictures in PPT**

 

 

 

  

**Answer Sheet A**

**Q1. Put ‘when/if’ in a right place.**

* + **When/if** people eat too much, \_\_\_\_\_\_ they get fat
	+ **When/if** you mix hydrogen and oxygen, \_\_\_\_\_\_\_ you get water

**Q2. Read the sentences and choose the correct form**

* + If it \_\_\_\_\_\_ cold, I put on a coat

 (1) was (2) will **(3) is**

* + If you \_\_\_\_\_ your homework, your teacher gets very angry

(1) will not do **(2) don’t do** (3) did

**Q3. Change the sentence into the question form**

* + If there is no air, wood doesn't burn

 **Doesn’t wood burn if there is no air?**

**Answer Sheet B**

**Q1. Fill in the blanks**

* + When I have long hair, **you can tie it up**
	+ If it rains, **the grass gets wet**
	+ If we drink too much, **you get drunk**

**Q2. Write answers for the questions using the zero conditional**

* + What happens if you eat unhealthy food?

 **If you eat unhealthy food, you get sick**

* + what happens if you don't charge your phone?

 **If you don't charge your phone, your phone turns off**