**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 not   1. 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 | | | | | |
| **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 | | |
| **Materials:** Board; Board pens | | |
| **Timings** | **Interactions** | **Procedure** |
| 20 sec  30 sec  4 min  1 min | T  T-S  T-S  T-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 | | |
| **Materials:** Worksheets; Pens | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  1 min | T  S  T-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 | | |
| **Materials:** Worksheets; Pens | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  3 min  2 min | T  S  T-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 | | |
| **Materials: PPT** | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  5 min  1 min | T  S-S  T-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 | | |
| **Materials:** - | | |
| **Timings** | **Interactions** | **Procedure** |
| 1 min  10 sec | T – S  T | **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 beer, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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, **I can tie it up**
  + If it rains, **the grass gets wet**
  + If we drink too much beer, **we 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**