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| **Name & Class** | | **Date & Place** | | **Lesson** | | **Plan** | | **Topic** | | | | | **Length** | | **Level** | | |
| Joshua, Nathaniel & 141st WD TIMES TESOL | | 19OCT2016 & Room 602 | | Grammar | | PPP | | Present Simple | | | | | 40min | | Elementary | | |
| **Class profile**  **Number of students:** 10  **Age**: Average 30  **Nationality:** Republic of Korea  **Motivations**: Preparing for professional practice, social relationships, and personal advancement.  **Individual or class hobbies and interests:** Job, English, current affairs.  **Special considerations:** Most students are mature, female and L1 is Korean. | | | | | | | | | | | | | | | | | |
| **Main aim** (language focus)   1. Students practice / learn present simple tense.   **Subsidiary aims** (language focus / skills)   1. Students practice speaking English using correct present simple tense. 2. Students learn basic grammar in English | | | | | | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Listening – Students listen to T’s instructions. * Speaking – Students say their jobs and describe them using the grammar learned. * Writing – Students write sentences about their jobs. * Reading – Students read T’s instructions and PPT. | | | | | | | Description of language systems specifically used/practiced:  * Discourse - Small talk, informal, opinion sharing. * Grammar – Using present simple sentences. * Phonology – Practice speaking job and its description. * Function – Learn when present simple is used. | | | | | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: - Since students are elementary level students, they might have difficulties understanding the instructions.  - Students are inclined to be overly cautious so as not to make any mistakes. | | | | | | | | | | | | | | | | | |
| **How I can deal with these difficulties:** - Use sufficient amount of visual aids, CCQs, and ICQs. - Lead-in to encourage warm, relaxed classroom atmosphere, reducing anxiety and increasing self-esteem and motivation. | | | | | | | | | | | | | | | | | |
| **Assumptions:** (That which provides insight about your choice of material, selection of target language etc.)  - Students know a lot of jobs, since they all had past experience working.  - Ss are able to understand with ease if sufficient amount of CCQs and ICQs are used. | | | | | | | | | | | | | | | | | |
| **Material(s) needed:** Job Cards, Pictures, PPT, Job descriptions using present simple tense only, Gap fill | | | | | | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | | | | | | |
| model sentences for target language | | |  | | concept questions for target language | | | |  | analysis sheet for target language | | | | | |  | |
| stages clearly titled and separated | | |  | | purpose of each stage indicated | | | |  | anticipated timing included | | | | | |  | |
| interaction pattern marked | | |  | | a board plan (if relevant) | | | |  | examples of all tasks used | | | | | |  | |
| answer sheet to all exercises | | |  | | tape script | | | | N/A | all materials labelled and numbered | | | | | |  | |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to  -Describe their jobs using present simple tense.  -Understand given instructions and carry out those instructions. | | | | | | | | | | | | | | | | | |
| **Stage 1:\_Lead-in**  **The purpose of this stage is to relax both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage should be used to create an appropriate situational context.** | | | | | | | | | | **Inter**  **action** | **Time** | | **Instructor’s comments** | | |
| **Greet:** Hello! Good morning today! This is Nate & Joshua  Let’s arrange seat. We need you to pair up in 2. (5 groups in total)  **ICQ:** How many people are in your group? (2)  **Instruction:** OK! First, let’s think about jobs. What jobs are there? (Doctor, writer, actor, actress, teacher, etc.)  Image result for jobsPPT #1  OK! We have lots of jobs on the board. Nate has written down all the jobs that we mentioned on the board.  So, what do they do? What’s their job?  S: Doctor(s) write(s) prescriptions, writer(s) write(s) novel, etc.  **Feedback:** Wow! Everyone knows what these jobs are. You sure know what they do. (compliment) | | | | | | | | | | TS  Josh  TS  Josh | 1min  2min | |  | | |

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| **Stage 2: Presentation**  **The purpose of this stage is to teach the target language inductively, referring to the situational context from the lead-in. Meaning, form and pronunciation should be covered with appropriate methods such as a model sentence, CCQs, timelines, substitution tables and indication of phonology etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction:** What’s my job? (Teacher)  What do I do? (Teach)  That’s right, I teach English to my students everyday.  Show PPT #2  **First person present simple**  Image result for present simple timeline**PPT#2**  **Repeat:** Everyone, say after me, I teach English to my students everyday.  **Singular present simple**  Image result for Doctor **PPT#3**  **Elicit:** What’s his job? (Doctor)  Where are they? (Hospital)  What does he do in the picture? (He makes a diagnosis on young patient)  **Repeat:** He makes a diagnosis on young patient.  **Plural present simple**  Image result for Doctor surgery**#4 PPT**  **-Elicit:** What is their job? (Doctor, surgeon)  Where are they? (Hospital)  Are they all men? Women? (No, some are men and some are women)  What do they do in the picture?  (They cure people by conducting surgery, they write prescription)  **Repeat:** They conduct surgery on patients.  **<Instruction>**  Q: Do you notice anything? (There’s s after the verb, subject is different, etc.)  CCQ: What are the subjects? (he, doctor, they, doctors)  There are two forms of present simple, singular and plural.  But! first person and second person are exceptional. Even they are singular, they use plural form.  **#5 PPT**   |  |  |  | | --- | --- | --- | | Subject | Present Simple Verb | Object | | I | teach | English | | We | | You | | They | | He | teaches | | She | | TS  Nate  TS  Nate  TS  Josh  TS  Nate | 2min  1min  1min  2min |  |

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| **Stage 3: Controlled Practice**  **The purpose of this stage is to allow the students to accurately practice working with the target language by doing easy, or controlled tasks. This helps build confidence before trying something more challenging. Students should apply the rules that were presented in a meaningful way whenever possible. Peer-checking before feedback is important in these practice stages.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **<Practice - Controlled Practice>**  **Gap Fill:** Now you will be working on this handout  **Instruction:** Hand out. Now work on your own.  **CCQ:** what do you have to look for when choosing the answer? (subject)  How many forms of present simple tense are there? (2)  What are they (one with s and one without it)  <**#1 Worksheet>**  Mary singing. (Enjoy)  Peter sometimes me his bike. (Lend)  Cows grass. (Eat)  Monkeys bananas. (Like)  Tom stamps. (Collect)  The earth around the sun. (Go)  It often in winter. (Snow)  We always our hands before meals. (Wash)  We three meals a day. (Eat)  Father the dog for a walk every morning. (Take)  Students fill in the gap.  When they are finished, they should pair-check each answer.  Students read the sentences once in pairs. **Monitor closely** for correct phonology and accuracy.  **Feedback:** Nominate a student(s) who did really well.  Error correct by nominating weak students, using stronger students as a model. Refer to the board if needed.  **CCQ**: Why did you choose that answer? (Subject is plural or singular)  Can you point to the subject? (S points) | TS  Josh  SS  TS  Josh | 1min  5min  2min |  |

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| **Stage 4: Less controlled practice**  **The purpose of this stage is to allow students to practice the target language more thoughtfully, in terms of either structure manipulation, meaning, function or other aspects of language. Accuracy is checked before moving to the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Complete the sentence:** Students work individually. You have 5 minutes.  **ICQ:** What do you have to do? (Form sentences in correct order)  How long do you have to complete the sentences? (5min)  **CCQ:** How should you form sentences? (subject, present simple, object)  **<#2 Worksheet>**  1. Enjoy, Mary, singing  2. Sometimes, his bike, me, lends, Peter  3. Grass, cow, eats  4. Like, monkey, bananas  5. Collects, stamps, Tom  6. The sun, around, the earth, goes  7. Snows, in water, often, It  8. Wash, before meals, our hands, we always  9. Eat, three meals, a day, we  10. Takes, for a walk, every morning, the dog, father  **Instruction:** Check your sentences with your partner.  Find the right answer.  **Feedback:** Nominate 2-3 people to let them speak the sentences they made.  Why did you form sentences that way? (Subject, present simple, object) | TS  Nate  SS  TS  Nate | 1min  5min  2min |  |

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| **Stage 5:\_Freer Practice**  **The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Distribute ‘Job Cards’** (Doctor, Judge, President, CEO, Celebrity, Teacher, Scientist, News Reporter, Flight Attendant, and Plumber)  **<Job Card>**   |  |  | | --- | --- | | **Doctor** | **Teacher** | | **Judge** | **Scientist** | | **President** | **News Reporter** | | **CEO** | **Flight Attendant** | | **Celebrity** | **Plumber** |  |  |  | | --- | --- | | **Cure** | **Teach** | | **Judge** | **Research** | | **Rule** | **Report** | | **Run** | **Serve** | | **Act** | **Plumb** |   **Instruction:** Pick one card from the pile.  On each card has different job written on it.  Write down their jobs. (They do ….)  Work with your partner, you have 2 minutes.  **ICQ:** How many cards do you pick from the pile? (1)  Do you all have the same job? (no)  Do you work with your partner? (yes)  How long do you have to finish the task? (2 minutes)  **Instruction:** Ok! It seems you guys are pretty done with the work. We are going to role-play.  One person will be the one with the job same as the one in the card.  We will be interviewing each other in pairs.  **Demonstration**  Q: What’s your job?  A: Swimmer  Q: What do you do?  A: I swim.  **Feedback:** Nominate | TS  Josh  TS  Josh&  Nate  SS | 1min  4min |  |

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| **Stage 6:\_Wrap-up**  **The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| We are finished today. Did you enjoy telling people your jobs?  \*Encourage class to share their highlights.  **CCQ:** What did we learn today?  How many forms of present simple are there?  What are they?  When do you use them?  “No homework today.”  “Thank you everyone for your good work. I enjoy listening to your conversations.”  Commend weak and strong students equally for their efforts.  “Well done today. Class dismissed.” | TS | 2min |  |

**<#1. Worksheet>**

**Name:**

|  |  |  |
| --- | --- | --- |
| Subject | Present Simple Verb | Object |
| I | teach | English |
| We |
| You |
| They |
| He | teaches |
| She |

**<Gap Fill>**

**Fill in the gaps using the correct present simple form.**

Mary singing. (Enjoy)

Peter sometimes me his bike. (Lend)

Cows grass. (Eat)

Monkeys bananas. (Like)

Tom stamps. (Collect)

The earth around the sun. (Go)

It often in winter. (Snow)

We always our hands before meals. (Wash)

We three meals a day. (Eat)

Father the dog for a walk every morning. (Take)

<#2 Worksheet>

Name:

Form sentences in correct order.

1. Enjoy, Mary, singing

2. Sometimes, his bike, me, lends, Peter

3. Grass, cow, eats

4. Like, monkey, bananas

5. Collects, stamps, Tom

6. The sun, around, the earth, goes

7. Snows, in water, often, It

8. Wash, before meals, our hands, we always

9. Eat, three meals, a day, we

10. Takes, for a walk, every morning, the dog, father

**<Job Card>**

|  |  |
| --- | --- |
| **Doctor** | **Teacher** |
| **Judge** | **Scientist** |
| **President** | **News Reporter** |
| **CEO** | **Flight Attendant** |
| **Celebrity** | **Plumber** |

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| **Cure** | **Teach** |
| **Judge** | **Research** |
| **Rule** | **Report** |
| **Run** | **Serve** |
| **Act** | **Plumb** |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………… Date: …………/……………/………… Student/s: ……………………….. .…………………………..** | |