

Background Information Sheet

Name & Class	Date & Place	Lesson	Plan	Topic	Length	Level
Hannah & Min Young (144 WD)	12/11/2016	Grammar	PPP	What is your hobby?	40min	Elementary
Class profile Number of students: 7 Age: Adults Nationality: Korean Motivations: Expressing one's thoughts and opinions more fluently in English without making any grammatical mistakes. Individual or class hobbies and interests: Most students are interested in how to teach grammar effectively and other teaching techniques that can be applied to the real world. Special considerations: (Refer to individual Learner Differences List): Students may need to use some time to familiarize themselves with new grammar rules						
Main aim (language focus / skills) 1. Students practice / learn ... How and when to use the "Present Simple Tense" correctly.						
Subsidiary aims (language focus / skills) 2. Students practice... How to express one's habits, hobbies, daily routines, facts, etc. in an appropriate way. 3. Students practice... How to work cooperatively in a group by sharing their ideas and thoughts freely.						
Description of language skills specifically used/practiced: <input type="checkbox"/> Listening: Students will listen to their partner's opinions. <input type="checkbox"/> Speaking: Students will have a conversation during their role-play activity and pair-checking. <input type="checkbox"/> Reading: Students will read directions on the prepared worksheets. <input type="checkbox"/> Writing: Students will write their answers on the worksheet.				Description of language systems specifically used/practiced: <input type="checkbox"/> Phonology: Students will practice the pronunciation of model sentences. <input type="checkbox"/> Discourse: Role-play activity. <input type="checkbox"/> Function: How to express one's habits, repeated actions, facts, etc. <input type="checkbox"/> Grammar: Present Simple Tense.		
Anticipated difficulties with lesson activities and classroom management: -Instructional equipment problems, such as computer, projector, projection screen, etc. -Appropriate time management for forty minutes teaching class. -Students may not be aware of s, es or ies at the end of the verb for 3rd person singular in the present simple form.						
How I can deal with these difficulties: -Necessary materials and equipment for the lesson should be prepared beforehand. -Explain briefly to students and teach details of the target language for the next class.						
Assumptions: (That which provides insight about your choice of material, selection of target language etc.) -Students may want to share their interests, hobbies, daily life stories, etc. -Also, it is a good opportunity to get to know each other better.						
Material(s) needed: -Computer, Projector, Projection Screen, Whiteboard, Markers, 7 Copies of worksheets						
✓ 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)	N/A	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 -Deliver clear instructions in each stage and encourage students to participate more in a grammar lesson.						

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

Procedure: (Separated into titled stages with inclusion of target language, instructions, concept questions, answers to tasks etc., where appropriate)

1. Greetings

- (1) "Good morning everyone, how are you doing so far?"
- (2) "Did you sleep well last night?" (Students' responses)

T-S

30sec

2. Lead- in

- (1) Nominate two students and ask,
"What time do you wake up every morning?" (Students answer)
- (2) Write down students' answer on the board. (I usually **wake** up at 7:00am every day, etc.)
- (3) Show visual aids

T-S

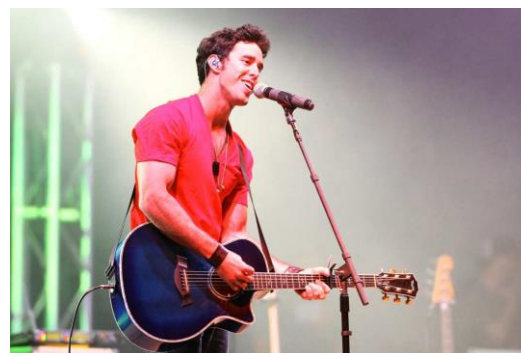
3



#1



#2



#3

- (4) After showing three pictures, "Please take a look at the pictures, do you see these people?"
- (5) "Talk briefly with your partner about the people in these pictures"
- (6) Nominate one of the students and ask.

S-S

1

Eliciting questions: "Can you guess about the people in this picture?"

Picture #1 "What does he do for a living? (He is a doctor/ He treats patients)

Picture #2 "What does she do for a living?" (She is a fashion designer/ She designs clothes)

Picture #3 "What about this person, what does he do?" (He is a singer/ He also plays guitar)

T-S

1

Stage 2: Presentation

The purpose of this stage is to teach the target language deductively, 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

1. Instruction

- (1) Show visual aid#4 by using the projector.
- (2) Nominate 2 students and ask "What is your hobby?"
- (3) Ask questions of "Where do you work?" and "Are you pregnant?" to other students.
- (4) Write down student's answer on board but right below **Present** of picture#1.
- (5) Nominate a few students and drill the sentence. If someone struggle with pronunciation, teacher can point out good student again and correct the pronunciation by themselves.

[Visual aid#4]



(6) Expected answer.

- ① I listen to music.
- ② I watch movies.
- ③ I work at academy.
- ④ Yes, I am pregnant.

2. CCQ

- (1) Bring out "I watch movies." as a first model sentence. And ask CCQ questions.
 - ① Does she like movies? (yes)
 - ② Does she watch movies every day? (could be yes or no)
 - ③ Is she watching movie now? (no)
- (2) Point out "I work at academy." And ask CCQ again.
 - ① Does she hope to work at academy in future? (No, she is working now.)
 - ② Is this a true or false? (True)

3. Analyzing Form

- (1) "Now, we will divide the sentence by following patterns."
- (2) And ask students that where we should draw lines in the sentence.
- (3) Teacher does not draw lines directly but wait for student's answer.
- (4) Expected form
 - ① **I / watch / movies.**

T-S

2

T-S

1

T-S

1

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

1. Instruction

- (1) "Now we will practice more sentences." And had out a **worksheet#1**.
- (2) "Look at the work sheet and write down the missing sentences."
- (3) "You also need to divide the sentences by following patterns."
- (4) "You have 1 minute for individual work and then please check with your partner."

	watch	listen	work
Present	I / watch / movies.		
Negative	I / don't watch / movies.		
Questions	Do / I / watch / movies?		

2. ICQ

- (1) How many sentences each verb has? (3 sentences)
- (2) What kind of sentences do you have? (present, negative, questions)
- (3) Do you check your answer with partner? (yes)

3. Feedback

- (1) Nominate at least half of class and share answers.
- (2) If the answer is wrong, do not correct it directly but use finger correction.
- (3) Teacher could give chances to correct the error by their own.
- (4) Teacher can ask other student's help at the end.

T

30

S

1

T-S

1

T-S

2

<p><u>Stage 4: Less controlled practice</u></p> <p>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.</p>	<p><u>Inter action</u></p>	<p><u>Time</u></p>	<p><u>Instructor's comments</u></p>
<p>1. Instruction</p> <p>(1) Ask “How well do you know yourself?” (Students answer)</p> <p>(2) “Ok then, I want you to write about your interests, what you like/dislike, your daily lives, habits, etc.”</p> <p>(3) “For instance, I drink coffee every morning. I like coffee and chocolate.”</p> <p>(4) “I will hand out some worksheets so, please answer the following questions about yourself on this worksheet in 2 minutes.”</p> <p>2. ICQ</p> <p>(1) What should you write about? (Myself)</p> <p>(2) Are you going to answer the questions individually? (Yes)</p> <p>3. Pass out the worksheets</p> <p>(1) Students write down their answers.</p> <p>4. Pair-checking</p> <p>(1) “Ok, now please share your answers with your partner, and find out about something that you didn’t know about your partner”</p> <p>5. Feedback</p> <p>(1) “Have you found anything about your partner that you didn’t know before?” (Yes or no)</p> <p>(2) Nominate 2-3 students and ask, “What are the new things that you found out about your partner?” (Students’ response)</p>	<p>T</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>1</p> <p>30sec</p> <p>2</p> <p>2</p> <p>1</p>	

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

1. Instruction

- (1) Hand out a **worksheet#2**.
- (2) "Please look at the worksheet. Now we are going to do "**Blind Date**" role play."
- (3) "Please ask questions as many as you can by using below verbs. And figure out if the partner is suitable for you as a couple."
- (4) "Work with your partner for 4 minutes and individually make your final choice with proper reasons."

Like	love	hate
Need	have	know
Understand	believe	think
Remember	see	look
Hear	smell	prefer

T

90sec

S-S

4

2. CCQ

- (1) How many verbs can you use? (15 verbs)
- (2) Will you tell your final choice to your partner? (no)

T

30sec

3. Feedback

- (1) Bring out pairs respectively and let them do role play.
- (2) Ask students to make final decision and supportive reasons.

S-S
T-S

7
90sec

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 as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.

Inter
action

Time

Instructor's
comments

1. Summarize & Review of the lesson
 - (1) "Today, we had a grammar lesson which we learned how and when to use **Present Simple Tense**"
 - (2) "When we express one's habits, facts, repeated actions/events in the present time-period, we use Present Simple Tense"
2. Feedback
 - (1) "Did anyone have any difficulty understanding today's grammar rules or instructions?"
 - (2) "Did you enjoy our lesson activities and tasks?"
(Students response)
3. Error-Correction
 - (1) "In case you made some grammatical mistakes on your worksheets, I will collect the papers and check your answers"
4. Wrap-up
 - (1) "We are going to learn about verbs with *s*, *es*, and *ies* in Present Simple Tense"
 - (2) "How we add *s*, *es* or *ies* at the end of the verb for 3rd person singular in the present simple verb form so, please don't forget about what we have learned today"
 - (3) "Ok, great job everyone! Keep up the good work"
5. Class dismissed

T

1

T-S

1

T

1

T

1

Instructor's Final Comments	
Overall strengths of this lesson (planning and teaching)	Areas to work on
<p align="center">Overall comment</p> <p>For this stage of the course, your lesson today was</p> <p><input type="checkbox"/> Above standard</p> <p><input type="checkbox"/> To standard</p> <p><input type="checkbox"/> Below Standard</p>	
<p>Instructor: Date:/...../..... Student/s:</p>	

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:**

1. Please write down the missing sentences.

	watch	listen	work
Present	I / watch / movies.		
Negative	I / don't watch / movies.		
Questions	Do / I / watch / movies?		

2. Please answer the following questions about yourself.

(1) What do you like and dislike?

(2) What do you do in your free time?

(3) What are you interested in these days?

(4) What do you do every day?

(5) What are your habits?

1. Please write down the missing sentences.

	watch	listen	work
Present	I / watch / movies.	I / listen to / music.	I / work / at academy.
Negative	I / don't watch / movies.	I / don't / listen to / music.	I / don't / work / at academy.
Questions	Do / I / watch / movies?	Do / I / listen to / music?	Do / I / work / at academy?

2. Please answer the following questions about yourself.

(1)What do you like and dislike?

(2)What do you do in your free time?

(3)What are you interested in these days?

(4)What do you do every day?

(5)What are your habits?

Please ask questions as many as you can by using below verbs. And figure out if the partner is suitable for you as a couple.

Name: Jasmine
Age: 33
Job: Hotel accountant



Name: Phillip
Age: 31
Job: Fashion sales manager

Like

love

hate

Need

have

know

Understand

believe

think

Remember

see

look

Hear

smell

prefer

Visual aid #1



#2



#3



#4

