Background Information Sheet

Name & Class	Date & Place	Lesson	Plan	nd Information S		opic	Length	Level
Hannah & Min Young (144 WD)	12/11/2016	Grammar	PPP	\		our hobby?	40min	Elementary
			Class	profile				
Number of students:	7 Age :	Adults	National	ity:		Korean		
Motivations: Expressin			uently in Englis	sh without making	g any gr	ammatical mistakes.		
Individual or class hol	bbies and interests	: Most students ar	e interested in	n how to teach gra	ammar e	effectively and other teachi	ng technique	es that can
be applied to the real w	orld.			_		•		
Special consideration	S: (Refer to individual Learne	r Differences List): Stud	ents may need	d to use some tim	e to fan	niliarize themselves with ne	ew grammar	rules
Main aim (language foo	cus / skills)							
1. Students practice / I	earn How and wh	nen to use the "Pre	esent Simple T	ense" correctly.				
Subsidiary aims (langu	uage focus / skills)		•	•				
2. Students practice	How to express one	e's habits, hobbies	, daily routines	s, facts, etc. in an	approp	riate way.		
3. Students practice	How to work cooper	ratively in a group	by sharing the	eir ideas and thou	ghts fre	ely.		
Description of language	ge skills specificall	y used/practiced	•	Description of	langua	ge systems specifically	used/praction	ed:
☐ Listening: Students				□ Phonology:	Student	ts will practice the pronunc	iation of mo	del
□ Speaking: Students	will have a conversa	ation during their re	ole-play	sentences.				
activity and pair-che				☐ Discourse: I				
☐ Reading: Students \						kpress one's habits, repeat	ted actions, t	acts, etc.
□ Writing: Students wi					Present	Simple Tense.		
Anticipated difficulties								
-Instructional equipmen	•			screen, etc.				
-Appropriate time mana								
-Students may not be a		at the end of the ve	erb for 3rd per	son singular in the	e presei	nt simple form.		
How I can deal with th								
-Necessary materials ar								
-Explain briefly to stude								
Assumptions: (That which				ıage etc.)				
-Students may want to								
-Also, it is a good oppor	tunity to get to know	each other better						
Material(s) needed:								
-Computer, Projector, F	Projection Screen, W	/hiteboard, Marker	s, 7 Copies of	worksheets				
	✓	Checklist. Tick	those include	ed in this lesson	plan (c	or N/A)		
model sentences for ta	arget language		questions for ta		✓ `	analysis sheet for targ	get language	✓
stages clearly titled a			se of each stag		✓	anticipated timing		✓
interaction patter		√ a	board plan (if re	elevant)	N/A	examples of all ta	sks used	✓
answer sheet to al		✓	tape script		N/A	all materials labelled a	nd numbered	✓
Personal aim: What I	most hope to demon	strate in this lesso	on is the ability	to				

-Deliver clear instructions in each stage and encourage students to participate more in a grammar lesson.

an appropriate situational context.	<u>action</u>		Instructor's comments
Procedure: (Separated into titled stages with inclusion of target language, instructions, concept questions, answers to tasks etc., where appropriate)			
 Greetings "Good morning everyone, how are you doing so far?" "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	<u>Time</u>	Instructor's comments
 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 visual aid#4. (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] 	T-S	2	
Past Present Future (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	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.						Instructor's comments
(2) "Lo (3) "Yo	etion bow we will practice more sentence bok at the work sheet and write do bou also need to divide the sentence bou have 1 minute for individual wo	Т	30			
	watch	listen	work	S	1	
Present	I / watch / movies.					
Negative	I / don't watch / movies.					
Questions	Do / I / watch / movies?					
(2) Wr (3) Do	 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) 					
 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. 					2	

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

Stage 5: Freer Practice Irpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus incourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be not during the next stage.					<u>Time</u>	Instructo comme
. Instruction (1) Hand out a we	orksheet#2.			Т	90sec	
(2) "Please look a	t the worksheet. Now w		d Date" role play." rbs. And figure out if the partner is			
suitable for yo	u as a couple."	, 0	our final choice with proper reasons."	S-S	4	
Like	love	hate	our imar oneres war proper reasons.			
Need	have	know				
Understand	believe	think				
Remember	see	look				
Hear	smell	prefer				
	bs can you use? (15 ve our final choice to your p			Т	30sec	
	s respectively and let the o make final decision ar			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 are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.	Inter action	<u>Time</u>	Instructor's comments
 Summarize & Review of the lesson "Today, we had a grammar lesson which we learned how and when to use Present Simple Tense" "When we express one's habits, facts, repeated actions/events in the present time-period, we use Present Simple Tense" 	Т	1	
 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) 	T-S	1	
3. Error-Correction (1) "In case you made some grammatical mistakes on your worksheets, I will collect the papers and check your answers"	Т	1	
 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" 	Т	1	
5. Class dismissed			

Instructor's Final Comments

Overall strengths of this lesson (planning and teaching)	Areas to work on
O. complif.	
Overall	comment
For this stage of the course, your lesson today was	
☐ Above standard	
☐ To standard	
☐ Below Standard	
Instructor. Date: /	Ctudoutlo
Instructor:	Studenvs:

Worksheet#1	1	Student
TTO ROLLCUT	,	Ottadent

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?

Worksheet#2

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

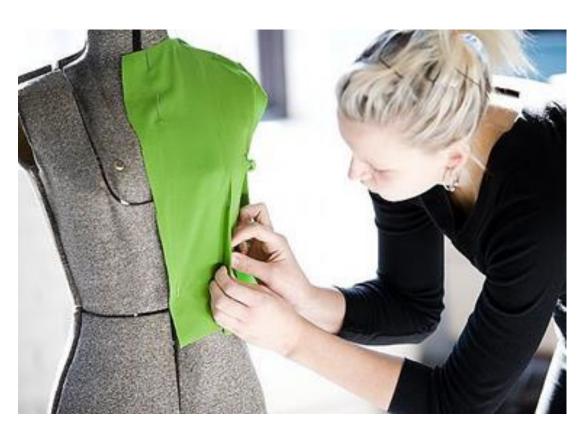
Job: Fashion sales

manager

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

Visual aid #1 #2





#3



