Background Information Sheet

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| **Name & Class** | **Date & Place** | | **Lesson** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| **[146WD]Timo** | **Feb 8, 2017** | | **Grammar** | | **PPP** | | **She always win the game** | | | **35mins** | **Elementary** | |
| **Class profile**  **Number of students:** **8 Age: Adults**  **Nationality: Korean**  **Motivations**:  **Individual or class hobbies and interests: learning and teaching English**  **Special considerations: Students are adults learners** | | | | | | | | | | | | |
| **Main aim**   1. Students will get clear understanding about some adverbs which give a general indication of frequency by teachers’ elicit and CCQs. 2. Students will learn the form and function of the adverbs of frequency by teacher’s explanation and substitution table. 3. Students will practice the adverbs of frequency by answering concept check questions and completing the worksheets. 4. Students will practice speaking fluency and listening ability by sharing ideas in a group, by doing a board game and present each other’s opinion etc.   **Subsidiary aims**   1. Students will learn each other more by playing games and group activities! | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Reading: reading worksheets to answer questions. * Listening : listening to teacher’s instructions, explanation, and classmate’s ideas * Speaking : drilling, practice activities, and sharing ideas * Writing: worksheet answers and doing homework. | | | | | | Description of language systems specifically used/practiced:  * Phonology: drilling of adverbs of frequency (‘always, sometimes, never.’) * Lexis : Frequency adverb, Life pattern * Grammar: use of adverbs of frequency (“I always… I never…”) * Function: Sharing my life pattern. * Discourse : (communication) T-S-T, post activity, sharing own experience | | | | | | |
| **Anticipated difficulties with lesson activities and Solutions:**  - Students may have difficulty in understanding the meaning  *→ Teacher provide more examples and hints.*  - Students may have a hard time drilling  *→ Teacher gives the students more chances to practice.*  - If students need more time to finish their activity  *→ Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity.*  - If students finish their tasks earlier than anticipated  *→ Give students more time on final activity.* | | | | | | | | | | | | |
| **Assumptions:** (That which provides insight about your choice of material, selection of target language etc.)  - Students know the definition and usage of adverbs already**.** | | | | | | | | | | | | |
| **Material(s) needed:**   * Pictures, Substitution table * 10 copies of the practice worksheets * White board, Board markers | | | | | | | | | | | | |
| 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 | | | |  | all materials labelled and numbered | | | √ |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to  **-** Students understand the usage of adverbs of frequency in simple present form sentences.  - Students involve speaking and listening practicing as much as possible through group activities and game.  - Students enjoy the lesson and have fun with it. | | | | | | | | | | | | |

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| **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:**  **Greeting:**  T) Hello everyone. How are you today? I’m today’s teacher Timo. Nice to see you again.  (Students greet back)  T) (Prepare picture of rock, scissors and paper game)  I am going to play a game with you before start today’s lesson. It will be fun !  (Show the picture 1 to Ss and ask them)  Does anyone know what this picture means?(Ts A. Hands..)  Right! It’s hands. (stick the picture on the board)  It’s rock, paper, scissors game!.  (shortly explain it). Rock wins scissors, scissors wins paper and paper wins rock)  ‘I am quite good at the game. I would like to invite anyone who wants to challenge me. (ask students) Anyone? Then pick S1(Pick Anna for the game) ‘Anna, could you come over here?)  We will play 5 times. Please, check who wins. Let’s start!  What is the result? Wow. Unbelievable! Anna won 5 times out of 5 games. She is really good!! Oh men~, She is a champion!!  By the way, does anyone know to describe this situation in a simple sentence by using adverb?  Out of 5 games, she won 5 times. Whenever she plays games, she win all the time.  Can we describe this situation using adverbs? (Look at the students and check if any S knows the answer) (if yes, I just write on the board the answer) (if not, I give them a hint) ‘She \_\_\_\_\_\_\_\_ wins the game.’ Which word should I put? (Ss. Answer, ‘**ALWAYS**’) (if students still don’t know it, explains that it happens all the time without exception)  Yes. Great job! You guys are really good! (saying this, write ‘the model sentence’ on the board)  **‘She always wins the game’** | T-Ss | 3min | Elicit  Relax and make cheerful mood. |
| **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** |
| **C.C.Q**.  - Does she win the game all the time?(Yes)  - Is there any possibility for her to lose the game?(No)  - Can we say she has 100% sure of winning for the game?(Probably, Yes)  **Meaning**  T) In English there are very useful ways to describe the degree of frequency using adverbs.  An Adverb of frequency is an **adverb of time**. It describes the **frequency of an action**.  We use these adverbs to say **how often** **we do** something. These adverbs of frequency are often used with the present simple because they indicate repeated activities.  **Adverb Frequency Pyramid**  For example, Anna won all 5 times out of 5 chances. That mean she got 100%. Then we use an adverb to describe this situation. What is it? (Ss. Answers easily) **‘always’** T) Yes. Thank you.  (Then write ‘100%’ beside of the model sentence which already mentioned ‘always’.)  (Ask Students to listen and then Teacher read) ‘**She** always win**s** the game’ check where the stress is (adverb)  Ask Students to repeat it(2times).  T) On the other hand, how about me? How many times I won the game? (S.A.) ‘None. Not even 1 time’  T) Yes. You are right! I got nothing. Out of 5 chances I got ‘zero(0)’. That means I got ‘0 %’.  In that case, what adverb will be suitable to describe this situation? (S.A.) ‘**NEVER’**  (If students did not know, I say ‘I \_\_\_\_\_\_\_\_\_\_ win the game’ on the board and give Ss a hint)  (After students say correctly, I write ‘never’ on the bottom of the sentence under ‘always’ line)  (Ask Students to listen and then Teacher read) ‘I never win the game’ Check where the stress is (adverb)  Ask Students to repeat it(2times).    T) If the possibility is half, that is 50%, and then which adverb can we use? S.A.) ‘sometimes’  That’s good! (write 50% and ‘sometimes’ on the board)  (Teacher read) ‘We sometimes win the games and ask students to repeat it(2times).  Like this way, Let’s try to tell suitable adverbs. For 5-10% what could it be? S.A.) ‘rarely’ or hardly ever, (then write, 5-10% and ‘rarely/hardly ever’) In the same way, 10-20%, ‘seldom’, 30% ‘Occasionally’ Over 50%, about 70% is ‘often’, 80% is ‘Frequently’, and 90% is ‘usually’  (according to the time situation, I can simplify it).  **Substitution Table**  ‘She always wins the game’  (Use board makers and draw substation table)     * ***stress***   ***is on adverb***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Subject | Be verb | Adverbs of  Frequency | Main(other)  Verbs | Objects / Phrases | | **100 %**  90%  80%  70%  **50%**  30%  20%  5~10%  **0 %** | She  He  It  I  You  We  They | is  am  are  are  are | **always**  usually  frequently  often  **sometimes**  occasionally  seldom  rarely  **never** | win/win**s**  rain/rain**s**  play/play**s**  go/go**es**  go/go**es**  skip/skip**s**  late  happy  smile  angry | the game.  In summer  the piano.  to swim  fishing.  breakfast. |   (while making the substitution table, mention below grammar rules)  **\*Adverbs of frequency usually come before other verbs.** Ex)‘She always wins the game’  **\* Adverbs of frequency come after the verb ‘be’.** Ex) ‘I am usually skip breakfast’ | T-Ss  T-Ss  T-Ss  T-Ss  T-Ss | 30sec  1min  2min  2min  3min | CCQ  Drilling  Don’t overload Ss |
| **Stage 3: Controlled Practice**  **The purpose of this stage is to allow the students to accurately practice working with the target language’s form 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** |
| **Instruction**  **Do the worksheet 1 to understand what students learned.**  Good. Guys. I’ll give you some questions now.  (Explain what Ss have to do with worksheet 1 no A. ; read instruction)  *Read the paragraph about Josh Wang. Find and circle the 10 adverbs of frequency.*  *It’s individual work. I will give you 1 min.*  **ICQ.**  - How many adverbs you should find? A)10.  - Is it group work? A) No. individual work activity.  **Feedback**  Do you need more time?  Yes-okay. Ill give you 30 sec more.  No- Good. Then let’s check the answer together  (ask the answers to Ss to check together)  T) Do the worksheet 1-B. Work with a partner.  This time work with your partner. I will give you 2 mins.  Pair practice. | T-Ss | 1min  30  Sec  2min | Individual Answer  Pair check  Feedback  Pair check  Feedback |
| **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** |
| **Instruction**  **Do the worksheet 2 to understand what students learned.**  O.K. Guys. This time we will practice worksheet 2.  This time you are to write true statements about yourself.  Use the words in parentheses and an adverb of frequency. (2mins)  *It’s individual work. I will give you 2 mins.*  **ICQ.**  - Is it group work? A) No. individual work activity.  **Feedback**  Do you need more time?  Yes-okay. Ill give you 30 sec more.  No- Good. Then let’s check the answer with your partner  (ask the answers to Ss to check together)  T) OK. Good job! This time each student will tell the class 2 thing about his partner. (2min)  While monitoring, check errors | T-Ss  S-S  S-S | 2min  1min  2min | Teacher  Monitoring |
| **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** |
| **Instruction**  **Do the worksheet 3 for freer practice.**  O.K. Guys. This time we will practice worksheet 3.  There are 16 different pictures. All these pictures describe our daily lives.  Please make a full sentence using adverbs of frequency. I will give you 5 mins  Then divide into 2 groups.  Then discuss about your daily life in group. (3 mins) |  | 8  mins | T can increase time if needed. |
| **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** |
| **Instruction**  **Review and close**  If Teacher find any error  - Yes → While you guys were group discussing, I heard this sentence.  (write the sentence on the board)  Is it right? then let’s fix into the right one.  (correct the sentence together)  - No → If there was no error  Did you all enjoy today’s lesson? What was your favourite part?  (listen to each student’s answer)  Good. Thank you and I’ll see you in the next class.  Well done everyone. Had you fun with today’s lesson?  Thank you. See you in next time. Have a good day, bye | T-S | 1-2 min | Correct errors  Summarize |
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**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: ……………………….. .…………………………..** | | |