Background Information Sheet

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| **Name & Class** | **Date & Place** | | **Lesson** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Anna 146WD | 08022017 Gangnam | | Grammar | | PPP | | Where is the Tesol office? | | | 35mins | Elementary | |
| **Class profile**  **Number of students:** 8  **Age**: Adult  **Nationality: Korean**  **Motivations**: Students like to know how to use preposition of location.  **Individual or class hobbies and interests: Korea has many tourists and we do travel a lot. We are interested to learn how to describe location of place. Preposition is very essential to describe the different locations.**  **Special considerations: Student need maximum practical time to use the preposition of place.** | | | | | | | | | | | | |
| **Main aim**   1. Students learn the preposition of location and use them appropriately to describe the location.   **Subsidiary aims**   1. Students understand the meaning of the different preposition of location clearer by listening and speaking practice. | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Listening to the teacher’s presentation and fellow students. * Speaking with the partner and playing role play. * Writing a short description of one’s house location. | | | | | | Description of language systems specifically used/practiced:  * Grammar: the preposition of location * Lexis: on, next to, across from, between, on the corner of | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: We have various preposition of place, so I can’t show simple substitution form for student changing one word or phrase. | | | | | | | | | | | | |
| **How I can deal with these difficulties:** Teacher visualizes the differences demonstrating with pictures on a map. Maximize the practice time. | | | | | | | | | | | | |
| **Assumptions:** (That which provides insight about your choice of material, selection of target language etc.)  Most of students have experienced the difficulty to explain the location of place.  Most of students feel the necessary to master the preposition of location.  Students know the basic preposition of place like on, at, in etc. | | | | | | | | | | | | |
| **Material(s) needed: White board, board marker, work sheet # 1,2, 3, pictures of different buildings, glue tag, , Seoul guide map** | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| model sentences for target language | | V | | concept questions for target language | | | | V | analysis sheet for target language | | | V |
| stages clearly titled and separated | | V | | purpose of each stage indicated | | | | V | anticipated timing included | | | V |
| interaction pattern marked | | V | | a board plan (if relevant) | | | | V | examples of all tasks used | | |  |
| answer sheet to all exercises | | V | | tape script | | | |  | all materials labelled and numbered | | | V |
| **Personal aim :**  to practice preposition of place effectively so that students may understand and start to listen and describe the location of place clearer.  **Make student lead the class with less TTT.** | | | | | | | | | | | | |

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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** |
| Precedure:  Greeting; Hello everyone, how are you?  Review  Do you remember previous class? What did we learn? (Students answer; on, under, in front, behind) Yes, Let’s remind once again. Can you tell me where is this ball is? (Teacher bring out a ball and a box and show different location of the ball.)  Teacher elicit model sentence, ‘It’s between the bank and the church.’.  **I am sick, where should I go?** (Hospital.) **Yes, you are right. Teacher shows the hospital picture.**  (Draw T map on the board and write the Streets name, ‘Grand St.’ and ‘Main St.’  Paste the hospital picture on Grand St.  **Where is the hospital. ( It’s on Grand St.)**  (Paste the bank and the church picture beside the hospital.)  **Where is the bank? (It’s next to the hospital.)**  **Where is the hospital? (It's between the church and the bank.)**  CCQ; Is the bank opposite of the hospital? (No)  Is the hospital beside the bank? (Yes)  Does the hospitalseperate the bank and the church? | T  T-Ss | 1mins  3mins |  |

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| **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** |
| **Paste a paper with one square on it.**  **What do you see? (red square and lines, preposition)**  **What are they for? (???)**  **This is a simple map to show the position of the red square.**  **(Teacher picks one paper and demonstrate how to make a simple map with word ‘next to’.)**  **The red building is next to the tree.**  **Our task is to complete the map to match the words of location.**  **Any one likes to come forward and complete the map?**  **Call three students to complete the maps on the board and let them explain.**  **Get feedback from the student if they are correct. If not, how to change.**  **CCQ with the map**  **Does ' across from' means apposite of? (Yes)**  **Does this (between) mean behind? (No)**  **Add more pictures on the big map, first used.**  **Where is the bank?**  **(It's next to**  **It's across from**  **It's between the**  Board the sentence in orderly form   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Subject ‘Verb be | Negative | Preposition | Noun | Conjunction | Noun | | It’s | Not | Next to |  | and |  | | Across from | | between | |  | |  | | Is | it |  |  |  | ………….? |   Which building is on the corner of the streets?  Drill chorally with hand sign.  Drill individually with few students. | T-Ss  T  Ss  T-Ss  T-Ss | 2min  3min  1min  5min |  |

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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’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  Then let’s practice with worksheet.  1. Fill the blank individually.  2. Check the answer with your partner.  3. I will give you 2 minutes.  ICQ  Do you work in pair from the beginning? (No, individually)  How many minutes do you have? (2 minutes)  Hand out worksheet #1  Ss answer question  Feedback:  Could you tell me the answers turn by turn please?  Any error need to be corrected asking other students. | T  S  T-Ss | 1min  3min  1min |  |

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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** |
| Show worksheet #2  We will play grammar game.   * We’ll divide into two groups and solve the map puzzle. * As I give you the worksheet, read the clues. * Write the name of the place. * The group finish first is the winner. * The winner need to stay until other teams finish the puzzle. You can answer question B on your worksheet.   CCQ : Do you work individually? (No, in group)  Do we finish the game when we have the winner? (No, they wait for other team to finish the puzzle) | T-Ss | 1min  5min |  |
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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** |
| Show the Worksheet # 3  Make a map with these buildings.  When you are done, create simple role play with your partner describing the location of a building.  I'll give you 3 minutes  ICQ  How many building do you need to describe? (1 building)  Do you work in group or in pair?(in pair)  When student finish the work, let them present it to the class. | T  Ss | 1min  3min  2min |  |

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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've learned the preposition of location today.  Did you enjoy it? Think about any place you want to go on a weekend. | T | 1min |  |

**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: ……………………….. .…………………………..** | | |