**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Young | TESOL | 2019/04/10 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | had a bad dream last night. |
| **Main Aim** | Ss will learn about that they can use the past simple when a single action already finished in the past. Ss will also know when they use the past simple, they often say the time of the action. |
| **Secondary Aim** | Ss will practice their speaking fluency as well as pronunciation when they drill and have conversation. |

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| **Materials and References** |
| **Board and colored markers, 8 copies of worksheets for each tasks, a short video clip from youtube, a computer, speakers, 4 pieces of conversation cards,** [**https://www.youtube.com/watch?v=QlL9Td1xBOs**](https://www.youtube.com/watch?v=QlL9Td1xBOs)**, Grammar in use intermediate(Raymond Murphy), https://www.britishcouncil.org/english** |

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| **Student Profile** | | | |
| **Level** | Low Intermediate | | |
| **Age** | Adults | **Number of Students** | 8 |
| **Detail** | Ss are all native Korean. A few Ss have lived abroad. Some of Ss are a little shier than others.  3 of them are outgoing. One of the Ss might have difficulties for pronounce and repeat faster. Bur most of them are just capable. Everyone is motivated to learn English. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Ss already may have learned the present simple tense. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Ss may confuse the correct use of past simple tense. T will handle it in the way of clear eliciting and asking CCQ. Ss may have difficulty understanding between past continuous and past simple. T will show the difference in a way of using visual such as drawing a timeline and also indicate we are going to have more specific lesson for the past continuous next time in the class. |

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| **My Personal Aim** |
| What I hope most to demonstrate in this lesson is the ability to present the target language using a situational presentation and give a clear instruction. |

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| **Stage Name:** Lead-in **(2min)**  **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. | | |
| **Materials:** a short video clip, a computer, speakers | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T-S | Hello everyone. How are you today?  I’m going to show you a short video clip.  After watching, tell me about this little girl. Make one sentence.  (play the video)  **Eliciting)**  Look at the Ss to elicit a new sentence.  If there are no answers, I ask “What happened to her?”  Ss: The girl dreamed about a burp man / She met Mr. Burp  She is scared / She had a nightmare.  T: (Mouthing “dreamed when?”)  (Gesture for the past to establish the situation early)  Ss: Yesterday. Last night. |

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| **Stage Name:** Presentation **(8min)**  **Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. | | |
| **Materials:** Board and colored markers, eraser. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30sec  30sec  1 min  3 min  3 min | T-S  T-S  T-S  T-S  T-S | **Board the model sentence**  (if students are unable to tell you, just board it).  **Model sentence: The little girl had a bad dream last night**.  **CCQ**  Did she have a good night sleep? (no)  Is she still having a nightmare now? (no)  Do we know when it happened? (yes)  Draw a time line.  “When did this happen?” (mark the action happened on the time line)  “Is this action already finished?” (Yes)  **Form**  “Which word tells us this is about the past?”  (had, last night: underline with a blue marker)  “How do we make this into a negative form?”  (Board - The little girl didn’t have a bad dream last night)  “How do we make this into a question form?”  (Board- Did the little girl have a bad dream last night?)  Briefly introduce one irregular verb form of very commonly used.  “Just reminder, What is the past form of this verb?” ( Board – **Go/Went** )  **Drill** – drill the spoken form, focusing on stress and intonation.  Listen. Indicate silence. “The little girl had a bad dream last night”(x1)  “Which words are stressed?” (little, bad, last)  Mark the stress with a red marker.  “What happens to the pronunciation of ‘bad dream’ ‘last night’?”  (/bædriːm/,/ læsnaɪt/ Join together and pronounce them faster)  “Listen, and repeat 3 times.”  Conduct the drill chorally 3 times with gestures.  Nominate 2 Ss for individual drilling. |

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| **Stage Name:** Controlled Practice **(3min 30sec)**  **Purpose of this stage:** students practice working with the form. Accuracy must be checked. | | |
| **Materials:** 8 copies of worksheets, a board, markers, eraser. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions**  **Hold up the worksheet. “**Look at the worksheet. This is Part 1 “  **(point to Part 1)** Change the sentences to the new forms.  Do it individually. I’ll give you 2 min.”  **ICQ: Do you do it work with others? (no, individually)**  **Hand out.**  Students do worksheets.  Monitor quietly. Check to see if all Ss are on the right track.  **Pair check.** “Are you done? Check the answers with your partners”  **Feedback to check accuracy.**  Finally check the right answers as a class.  “Does everyone get right answers? Good”  “Did anybody get a different answer? Which one is right/wrong?“  T may need to board the correct answer if needed. |

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| **Stage Name:** Less Controlled Practice **(3min 30sec)**  **Purpose of this stage:** students practice working with the meaning. Accuracy must be checked. | | |
| **Materials: :** 8 copies of worksheets, a board, markers, eraser | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions**  **Hold up the worksheet. (point to Part 2**)  “Ok, Here is another worksheet. Read the paragraph carefully,  Write your answers about what she did or didn’t. Do it individually.  I’ll give you 2 min”  **ICQ: How much time do you have? (2min)**  **Do you do the work with others? (no)**  **Hand out.**  **Students do a worksheet.**  Monitor quietly. Check to see if all Ss are on the right track.  **Pair check**. “If you are done, check your answers with partners”  **Feedback to check accuracy.**  “Ok, let’s check the answers together.” |

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| **Stage Name:** Production – Freer Practice **(7min)**  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | |
| **Materials:** conversation cards, board, eraser, marker. | | |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec  6 min  30sec | T  S-S  T-S | **Instructions.**  **Get Ss in pairs.**  “I have 6 conversation topics. The topics are all about the past.  You can choose one of these and talk about it with your partner.  I’ll give you 6min” Have one of the Ss in pairs choose topics in turn.  **Students do the conversation in pairs.**  Monitor discretely. Check if Ss are actively involved in a conversation and  using grammar correctly. T will take notes about the errors and will  correct them with Ss together in the wrap-up stage.  **Feedback.** |

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| **Stage Name:** Wrap-up **(2min)**  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | |
| **Materials:** 8 copies of crossword puzzle worksheets. Board, markers, eraser. | | |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T  T – S  T  T | **Lesson feedback.**  “Did you have fun? All of you were actively engaged in all the tasks.  I saw everyone was trying to use the past simple when you had a conversation. Well done guys”  **Offer delayed corrections to the previous stage.**  “I heard some of you made errors about….”  (Board some parts of errors Ss made and correct them if needed)  **Inform students about the topic for the next lesson.**  Next time, we will learn about past continuous. That’s all for today. Thank you. |

**♧ Part 1 : Simple Past**

1. **Change the sentences to the new form.**
2. Positive: My parents met in 1977.

Negative:

Q**u**estion:

1. Positive:

Negative: The movie didn’t start at 7:30.

Question:

1. Positive:

Negative:

Question: Did we see Mary a few days ago?

1. Positive:

Negative: He didn’t go out with her last night.

Question:

1. Positive:

Negative:

Question: Did she spend 10 days in London last summer?

1. Positive:

Negative: They didn’t live in Seoul from 1994 to 2000.

Question:

**♣ Part 2 : Chloe’s typical day**

**B. Read what Chloe says about her day.**

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| **Chloe**  I usually get up at 7 o’clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8:45. I never have lunch. I finish work at 5 o’clock. I’m always tired when I get home. I usually cook a meal in the evening. I don’t usually go out.  I go to bed at about 11 o’clock. I always sleep well. |

**Yesterday was a typical working day for Chloe.**

**Write five things that she did or didn’t do yesterday. (Use the past simple )**



**Conversation cards**

Describe your weekend.

What did you do last weekend?

What was the weather like?

When did you wake up?

Who did you meet?

What did you eat?

Where did you go?

Etc…

When was the last time you *went* on holiday?

Where did you go for your holidays?

What did you do?

What did you bring there?

Whom did you go with?

How long did you stay there?

What did you see? Etc..

Think about the last time you had a lot of fun with friends.

What did you do?

Where did you go?

How did you feel? Etc..

Talk about your favorite or last things that you shopped for.

When did you go?

What did you buy?

Why did you buy it?

Where did you buy it?

How much did you spend for it? Etc..

Talk about your last birthday.

When was it?

What did you do?

Did you have a party?

Who was there?

What presents did you get?

How did you feel? Etc..

Talk about your childhood.

Where were you born?

Where did you grow up?

How was your hometown?

Who was your best friend in your neighborhood?

What did you usually play when you were younger? Etc..

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**Part 1 : Simple Past (Answer keys)**

1. Positive: My parents met in 1977.

Negative: My parents didn’t meet in 1977.

Q**u**estion: Did my parents meet in 1977?

1. Positive: The movie started at 7:30.

Negative: The movie didn’t start at 7:30.

Question: Did the movie start at 7:30?

1. Positive: We saw Mary a few days ago.

Negative: We didn’t see Mary a few days ago.

Question: Did we see Mary a few days ago?

1. Positive: He went out with her last night.

Negative: He didn’t go out with her last night.

Question: Did he go out with her last night?

1. Positive: She spent 10 days in London last summer.

Negative: She didn’t spend 10 days in London last summer.

Question: Did she spend 10 days in London last summer?

1. Positive: They lived in Seoul from 1994 to 2000.

Negative: They didn’t live in Seoul from 1994 to 2000.

Question: Did they live in Seoul from 1994 to 2000?

**Part 2 : Chloe’s busy day (Answer keys)**

1. She had a big breakfast
2. She walked to work
3. It took about half an hour to get to work.
4. She started work at 8:45.
5. She didn’t have lunch.
6. She finished work at 5 o’clock.
7. She was tired when she got home.
8. She cooked a meal yesterday evening.
9. She didn’t go out yesterday evening.
10. She went to bed at 11 o’clock.
11. She slept well last night.

**Instructor’s Comments and Assessment**

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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |